

Effects of Insecurity on School Administration in Nigeria

Ogunode Niyi Jacob

Ogunodejacob@gmail.com

Ahaotu Godwin Ndubuisi

godwinahaotu@gmail.com

Obi-Ezenekwe Unoaku Constance

unoaku.ezenekwe@gmail.com

Abstract

This paper centers its discussion on “the effects of insecurity on school administration in the Nigerian educational institutions”. Secondary data were used to support the points raised in the article. The data were sourced from print materials and online publications by recognized institutions and individual authors. This paper identified unemployment, poverty, illiteracy, marginalization, political factors, international influence, and communal crises as the bane of insecurity in the Nigeria. This paper also identified loss of manpower in educational institutions, poor quality of education, destructions of infrastructural facilities, brain-drain, closure of educational institutions, discouragement of educational pursuit by children, internal displacement of learners, reduction of private investment in education and inadequate funding of education as the impact of insecurity on school administration in Nigeria. In order to address the challenges of insecurity on school administration in Nigeria, the paper recommends among other things: That government should ensure that, the political will to fight all forms of insecurity in the country through the application of best strategies are honestly and sincerely put in place.

Keywords: *Insecurity, Institutions, Challenges, School, Education*

INTRODUCTION

The administration and management of education in Nigeria rests on the Federal, State and Local Governments. Thus, in the country’s constitution, education is on the concurrent list, but the Federal Government is empowered to regulate the sector, engage in policy formation and ensure quality control. Also, the provisions of the constitution allow each tier of government to focus its responsibilities mainly on each level of education. The Federal Government is directly responsible for tertiary education. The states take care of secondary education, while the local governments handle primary education. Despite this arrangement, the Federal Government is expected to support the state and local governments in counterpart funding to enhance the quality of education in the country (NEEDS, 2014).

The administration of the education system is done through the ministries of education at the federal and state levels, as well as statutory bodies referred to as commissions. There are commissions and agencies established for different subsectors of the education system and are charged with various responsibilities for the subsectors. The Federal Ministry of Education (FME) is responsible for the coherence of the national policy and procedures and for ensuring that the states’ policies operate within the parameters of the national policy as adapted for local needs (Moja, 2000). Coordination of policy at the political level is handled by the National Council of Education, the highest policymaking body chaired by the Federal Minister of Education and all the State Commissioners of Education. This body advises the Joint Consultative Committee on Education, which consists of all

the Federal and State Directors of Education, Chief Executives of education statutory bodies, and Directors of University Institutes of Education (NEEDS, 2014).

School administration is the arrangement of school input in an order for the smooth realization of the school objectives. School administration is the process of organizing and arranging school resources to implement school programmes with the aim of achieving the school objectives. School administration is the systematic way of placing, ordering and arranging both human and materials resources for the execution of school programmes with the aim of achieving the set objectives of the school.

The effectiveness of the school administration depends on the qualities and quantities of both human and materials resources available for the implementation of the school policies and programmes. The various human resources required for effective school administration include the teaching and non-teaching staff while the materials resources include infrastructural facilities like administrative blocks, classrooms, toilets, libraries, laboratories, electricity, water, internet services, white board, ICT facilities etc.

The administration of education in Nigeria is under threat because of the high level of insecurity. This is affecting the social, political and economic aspect of the country. Educational sector is one of the sectors strongly affected by insecurity challenges. This write-up, will therefore have as its kernel, to consider the effects of insecurity on the administration of educational institutions in Nigeria.

Concept of Insecurity

Insecurity have been defined by different scholars. According to Achumba, Ighomereho & Akpor-Robaro, (2013) insecurity is the antithesis of security and has attracted such common descriptors as want of safety, danger, hazard, uncertainty, want of confidence, state of doubt, inadequately guarded or protected, instability, trouble, lack of protection and being unsafe, and others. Oluyomi, & Grace, (2016) sees insecurity as concerned with feelings of uncertainty, dangers or threats to life while Hassan, (2014), viewed insecurity as a negative feeling involving fear, anxiety, uncertainty and injustice, among others. 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 or insecurity. Insecurity is a threat to learning. Prevailing peace or conflict within communities around the schools often has ripple effects on the teaching and learning activities of such schools. For Beland (2005), insecurity is “the state of fear or anxiety stemming from a concrete or alleged lack of protection. It refers to lack or inadequate freedom from danger. This definition reflects physical insecurity which is the most visible form of insecurity, and it feeds into many other forms of insecurity such as economic security and social security. Insecurity is conceived as a situation where human and national security of a state is compromised by internal or external forces or interests exacerbated by the former’s weak or poor economic, military and/or human resource development conditions (Onifade, Imhonopi, & Urim, M 2013). Insecurity is the state of being subject to danger or injury, anxiety, fear, worry, uncertainty, unsureness (Paul, 2015). Best (2006) defined insecurity as a degenerated stage of conflict, threats to human security, intense violence characterized by fighting, death, injury, etc., occurs. Olamosu (2000), viewed insecurity as a state or condition in the life of a social unit, system, organization or society in which the existence of a; problem assumes critical dimension to the extent that the survival or existence of the social system or structure is threatened.

From the above definition, insecurity can be summed to mean the state of been afraid of attack from any part of the environment.

There are many factors responsible for the insecurity in Nigeria. Some of the factors include unemployment, poverty, illiteracy, marginalization, political factor, international influence, communal crisis etc.

There are many forms of insecurity in Nigeria. Oluwa (2014) in Bassey (2016) listed the following as types of insecurity in Nigeria which include: Militancy in the Niger Delta Region, Clashes between Fulani herdsmen and farmers, Ethnic conflicts, Religious conflicts, Cold war among ethnic nationalities, area boys syndrome, Gang conflicts and cult wars, Kidnapping, Robbery, Mob attacks and lynching of suspected criminals (an act which could be Premeditated), Ritual killings involving innocent people, Police brutality and Extra judicial killings.

Educational institutions are the most affected institutions in recants times. Nnamdi (2021) outlined reasons why educational institutions is been attacked by insurgents. For one, schools are soft targets. They often have weak security, with few or no fences, and guards are few and poorly trained. State and Federal security forces are unlikely to be an impediment, as they are stretched woefully across the length and breadth of the country. Secondly, mass abductions of children is an issue that require urgent attention. They attract far more national and international media coverage, and tend to stir more public outrage, than kidnapping adult villagers or travelers on highways. The media glare forces the government almost immediately into negotiations and may result in quicker government concessions to speed up the children's release. Thirdly, kidnappers appear to be highly motivated by the concessions they can extract in exchange for releasing abductees, although state and federal officials have repeatedly denied making any. Hard evidence remains slim, but there have been several reports since the Chibok case in 2014 of governments paying ransom, releasing armed group members from detention or agreeing to halt military operations.

2.1 Level of Insecurity in Nigerian Educational Institutions

The Nigerian educational system is the largest in Africa. It comprised the early child education, basic education, junior secondary school education, senior secondary school education and the higher education. The Nigerian primary school education is plagued with insecurity challenges. In Yobe state, primary and junior secondary schools have virtually disappeared in two local government areas since 2013 when public senior secondary schools were relocated from Gujba and Gulani to Damaturu, the state capital (*Human Right Watch (2016)*).

Secondary school education is one of the levels of education mostly attacked in the Nigeian educational institutions. In April 2014, Boko Haram group abducted 276 schoolgirls from Government Secondary School in Chibok, Borno State. Some of the girls initially escaped, but none were rescued and 219 remained missing at time of writing. Another attack on ZannaMobarti Primary School in Damasak, also in Borno state, in November 2014, led to the abduction of an estimated 300 young students. None of the children have so far been returned to their parents (*Human Right Watch (2016)*). In February 2014, 59 boys were killed during a Boko Haram attack on the Federal Government College BuniYadi in Yobe State. Guardian (2020) reported that hundreds of Nigerian pupils are missing, with many feared to have been abducted, after gunmen attacked a secondary school in north-western Katsina State. A large group of men armed with AK-47s overran the all-boys Government science secondary school in Kankara on Friday night, shooting local security, said

government officials. The attack is suspected to have been carried out by “bandit”. Katsina State Governor, AminuMasari, said officials were combing through the nearby forests for 333 students, and contacting parents “to ascertain the actual number that has been kidnapped”. The Nigerian higher institutions is not left out of the insecurity challenges. It has been shown that many of the Nigerian tertiary institutions are finding it increasingly difficult to achieve their goals because of the problems of insecurity (Paul, 2015). Many attacks have been launched against different higher institutions in Nigeria resulting into closure and disruption of academic programmes of the institutions. Gunmen have attacked a teacher training college in the Nigerian city of Kano, with officials saying at least 15 people have been killed (BBC, 2014). The blast at Kano State School of Hygiene reported by (Guardian,2014). On July 25, a group of geologists and technologists from the University of Maiduguri were ambushed by Boko Haram insurgents at Magumeri area of Borno state. The contingent was on a “national assignment” – exploring for oil in Lake Chad. They had collected soil samples and were on their way back to town when the insurgents struck. According to reports, about 12 soldiers, who escorted the academics, were killed. Some staff of the Nigeria National Petroleum Corporation (NNPC) on the team were killed in the brutal ambush; some academics were killed while four others were kidnapped. The army had claimed it rescued some persons among the oil exploration party, but it later recanted and apologized for misinforming the public (Thecable 2017). Imhonopi&Urim, (2012) submitted that the insecurity challenge has assumed formidable dimensions forcing the country’s political and economic managers and, indeed the entire nation, to ruin and loss of their loved ones, investments and absence of safety in most parts of the country. The number of violent crimes such as kidnappings, ritual killings, car jackings, suicide bombings, religious killings, politically-motivated killing and violence, ethnic clashes, armed banditry and others have increasingly become a regular signature that characterizes life in Nigeria since 2009.

1.0 Effects of Insecurity on the School Administration (Nigerian Educational Institutions)

The effects of insecurity in the administration of Nigerian educational institutions include loss of manpower in educational institutions, poor quality of education, increased in educational spending, destructions of infrastructural facilities, brain-drain, closure of educational institutions, educational wastages, discouragement of educational pursue by children and encourage foreign education and internal displacement of Learners.

3.1 Loss of Manpower in Educational Institutions

The administration of educational institutions depends on the quality and qualities of professional teacher available. Insecurity in Nigeria is affecting the administration of educational institutions because many professional teachers have lost their lives due to the problem of insecurity in the country. This act has reduced the number of teachers for the effective administration of schools especially in the northern part of the country. Insecurity in Nigeria, particularly in Northern part of Nigeria is responsible for the death of professional teachers in the Nigeria. Many professional teachers, school administrators and students have been killed because of insecurity in the country. According to Thecable (2019) citing the United Nations Educational, Scientific and Cultural Organization (UNESCO) says Boko Haram has killed 2,300 teachers in Nigeria’s north-East since the start of the insurgency in 2009. The implication of this is that, the quality of education will

reduce since the educational sector will be faced with the problem of inadequate professional teachers.

3.2 Poor Quality of Education

One of the objectives of school administration is to ensure delivery of quality education in all educational institutions. Insecurity in Nigeria is contributing to poor quality education because, school scheme of work and syllables are not covered in most educational institutions due to school closed down. Many educational institutions in the country are always been closed down due to insecurity. The inability of these educational institutions to cover their scheme of work and syllables is reducing the quality of education. For instance, the entire educational institutions in Borno, Kaduna and Kano State were closed down because of insecurity, many students were forced to go home and teaching and learning stopped. Upon resumption, the students were asked to start their examinations. Insecurity, forces students to graduate without completion of scheme of work and move others from one form of class to another class without covering the stipulated scheme of work for the time due to school closure, as a result of attack from insurgents. Paul (2015) submitted that the graduates produced through insecurity end up not having the requisite knowledge and skill to operate in the workplace; they rather become a liability. The ultimate effect is poor performance of organizations and hence the national economy. This could be one of the greatest problems facing the Nigerian economy today since the incidences of insecurity in the educational system are quite high. Insecurity is a virus that needs to be exterminated because of the negative multiplier effect it can have on education and the larger development of the nation. If researches and field works cannot go on because of the challenges of insecurity, then the educational sector and the whole concept of national development will be on borrowed time,” said ASUU. The union stated further that apart from having the negative potential of lowering the quality of manpower produced by the universities, “the larger picture is that it has the capacity of crippling the entire educational system. The larger consequences will be utterly grievous” (Punch, 2020). Some schools are not closed down by government but end up churning out half-baked graduates as a result of insecurity. Schools are not able to spend stipulated number of months per term. Schools in unsafe areas lack adequate qualified teachers. As such, students are not properly taught (Oluyomi, & Grace, 2016).

3.3 Destructions of Infrastructural Facilities

Another effect of insecurity on the administration of education in Nigeria is the massive destruction of infrastructural facilities. School administration depends on the availability of infrastructural facilities to implement educational programmes. Many school facilities like classrooms, administrative block, ICT facilities, tables, chairs and desks have been destroyed by insurgencies and Boko Haram members in the Northern part of the country. Human right watch (2016) reported that “Boko Haram has destroyed nearly 1,000 schools and displaced 19,000 teachers. “The Education Needs Assessment found that out of 260 school sites, 28% had been damaged by bullets, shellings or shrapnel, 20% had been deliberately set on fire, 32% had been looted and 29% had armed groups or military in close proximity.” Between 2009 and 2015, attacks in north-Eastern Nigeria destroyed more than 910 schools and forced at least 1,500 to close down (HRW, 2016). School buildings and facilities are destroyed during insurgency or crises. Many secondary schools have been burnt down by insurgents. School facilities become inadequate (Oluyomi, & Grace, 2016).

3.4 Brain-Drain

Administration of school is impossible without adequate manpower to man the classrooms and to carry out other academic services within the schools. The insecurity in Nigeria and especially in the Northern Nigeria is causing mass movement of professional teachers from one state to another leaving many educational institutions without teachers. Many teachers and lecturers are resigning their appointment due to insecurity in Northern Nigeria. The implication of this mass migration of teachers from this region is that, less teachers will be available to teach and this will affect the quality of education because, there will be inadequate professional teachers to attend to the students. In the (2018) UNESCO global education monitoring report (GEM), the UN agency said 19,000 teachers have been displaced in the region, affecting access to education. Mamman, ASUU president said, "about 70 lecturers left, about five died and three are held hostage by Boko Haram. The admission figure of students have been dropping since insurgency started in 2012. We don't know what will happen to the admission of students this year. "The exit of some lecturers has affected research and learning because, some are specialists in their fields. Usually, such exodus affects accreditation of some programmes and courses (www.pmnewsnigeria.com/2).

3.5 Closure of Educational Institutions

Administration of school is saddled with the responsibility of ensuring stable academic calendar and implementation of programmes as planned. The insecurity in Nigeria have led many states government order closure of all educational institutions in their states to prevent further attacks. Borno State ordered the closure of all educational institutions in the state because of insecurity. *Human Right Watch (2016) submitted that* in Borno, one of the most affected states, schools at all levels have been closed in 22 out of 27 local government areas for at least two years, and public secondary schools in the state capital, Maiduguri, only reopened in February 2016 after internally displaced people, or IDPs, who occupied most of the schools, were relocated elsewhere. The crisis caused by the Boko Haram insurgency in north-East Nigeria means that over 57 per cent of schools in Borno, the worst-hit state, are closed, even as the new school year begins (UNICEF, 2017). More states in Northern Nigeria have ordered all schools to close following last week's kidnapping of hundreds of pupils in Katsina State as reported by (BB.C, 2020). The implication of school closure on students is that, it will affect the quality of education. Scheme of works and syllable meant to be covered are not covered due to the insecurity and school closure. Some schools are shut down as a result of security challenges. Government had to close down many secondary schools in crises-prone areas for several months. Timothy (2021) submits that since the recent wave of kidnappings by criminal gangs demanding ransom, many state authorities, including those in Kano, Yobe, Niger, and Zamfara, have ordered the closure of boarding schools. Nnamdi (2021) noted that, concerns about the students' safety have prompted governors of six states in the region – Niger, Kano, Katsina, Jigawa, Zamfara and Sokoto – as well as Yobe in the North East, to shut some or all boarding schools, particularly in the most vulnerable local government areas, until a semblance of security has been restored. Nigeria Union of Teachers spokesperson Emmanuel Hwande says the closures will have consequences. "It will disrupt the free flow of academic calendar, the flow of the children's education pursuit. It will subject the children to trauma," he said. UNICEF says the closing down of schools is not the best approach (Timothy(2021)).

3.6 Discouragement of Educational Pursuit by Children

One of the functions of school administration is to ensure effective student administration and enrolment but, insecurity in the country is discouraging parents and children from coming to school because of the fear of been kidnapped or been killed by insurgence. Attacks on educational institutions in Nigeria is discouraging parents and students from going to schools especially in Northern Nigeria. Many parents have decided to keep their children at home instead of been killed and kidnapped at schools where safety is not guaranteed. In the face of security threats in Nigeria, parents consider pulling their children out of schools. Timothy (2021) observed that UNICEF says the recent spate of abductions is having a huge negative impact on education in Nigeria. "At a time when the pandemic is rife, and some parents have withdrawn their children from school, or have not sent their children back to school, the insecurity and threats to educational facilities can only compound an already difficult situation," said Peter Hawkins, UNICEF Nigeria country representative. while Nnamdi (2021) observed that the attacks could curtail attendance once schools reopen. Already, many parents say they no longer consider schools safe. Many Muslim parents in the North West are skeptical of what they perceive as a Western model of education; it is likely that some won't allow their children to return. Moreover, given the wider insecurity in the region, the abductions could prompt teachers and other staff to quit and look for employment elsewhere. Many students have been displaced and kept out of school as submitted by (Gustafsson-Wright, & Smith, 2014 and Nwachukwu, Abdullahi, & Kyari, 2015). Students may miss school for days as a result of security challenges. The girl-child is also negatively affected. She is kept at home for a long time or given out for early marriage (Oluyomi, & Grace, 2016).

3.7 Internal Displacement of Learners

Insecurity in Nigeria and especially in the Northern part of Nigeria is responsible for internal displacement of students. Many students have been displaced from their schools because of insecurity. Insecurity is affecting students' administration in educational institutions across the country. Boko Haram - whose name means "Western Education is forbidden" - has made no secret of its strong opposition to education. Schools are often among the first targets when the terrorist group attacks communities. Oluwa (2014) notes, that the impact of insecurity include increase in the quantum of internally displaced persons; political, social, and economic disruptions; and slow economic growth. All of the above, impact negatively on the humans that occupy such locations experiencing insecurity. Unfortunately, the most vulnerable are children and in particular, the girl child. In North-Eastern Nigeria, as of late 2017, there were 1.6 million IDPs, including an estimated 700,000 school-age children, as a result of violent attacks on civilians by Boko Haram, which began in 2009 (UNOCHA, 2017b). *Human Right Watch (2016) observed that* many children have limited schooling in displacement camps or in private homes and communities where they are hosted by friends, families, and others across Northern Nigeria. In such camps, schools consist of children grouped according to their age in large rooms or underneath trees for three to four hours of lessons per day, in most cases three times a week.

3.8 Reduction Private Investment in Education

Insecurity faced by the country is preventing investment in the development of educational institutions in the country because, such investment if embarked upon will be destroyed by the insurgencies attacking public and private educational institutions in the country. The government and some state government have resolved not to embark on infrastructural development of educational

institutions for now until when the security issues are over. This actions is preventing investment education and many private sectors too are discourage on establishing private schools because of the fear of attacks. Oluyomi, & Grace, (2016) submitted that the Child's learning is affected in that, he/she has limited number of schools to choose from. Government and private owners are unable to open new schools. A child that has flare for technical training may not get such a school to attend as proprietors are scared of establishing new schools in crises-prone areas).

3.9 Inadequate Funding of Education

Inadequate funding of education in Nigeria in recent times, is linked to insecurity facing the country which demands huge funds that are supposed to be used for sectors like education and health. The school administration required a lot of financial commitment for effective implementation of the various educational policies and programmes. School administration is a very expensive project and it demands a lot of funds to secure the services of human resources and to procure the materials resources for the implementation of educational services. It is unfortunate that funds that are supposed to be allocate for the development of education is been used yearly in security. Research has it that Nigerian government annually spent one trillion naira on security budget.

CONCLUSION

The paper concluded that insecurity have affected the entire educational institutions in Nigeria. The paper identified loss of manpower in educational institutions, poor quality of education, destructions of infrastructural facilities, brain-drain, closure of educational institutions, discouragement of educational pursue by children, internal displacement of learners, reduction of private investment in education and inadequate funding of education as the effect of insecurity in the administration of Nigerian educational institutions in Nigeria.

Ways Forward

To solve the identified problems, the following recommendations are made:

- a) The government should develop the political will to fight all forms of insecurity in the country through the application of best strategies;
- b) The Federal Government should deploy security personnel to guide all educational institutions in the country. The government should increase the level of its security through employing dedicated and intelligent security personnel;
- c) The Nigerian government should direct Nigerian Police Force to establish a department for school security. The department should be saddled with the responsibility of providing security to all educational institutions in the country;
- d) The Nigerian government should direct the Nigerian security and civil defence to establish department of forest security. This department will prevent the kidnappers from using forest for kidnapping activities and hide-out;
- e) The government should employ the engagement strategies and negotiation strategies to free the students in the hands of the kidnappers to engage the bandits and other criminal element in the country.

REFERENCES

1. Achumba, I. C., Ighomereho, O. S. & Akpor-Robaro, M. O. M. (2013). "Security Challenges in Nigeria and the Implications for Business Activities and Sustainable Development." *Journal of Economics and Sustainable Development*, Vol.4, No.2, pp. 79-99
2. Ameh, J. (2015, July 30). Borno Reps Seek re-opening of Schools. *Punch Newspaper*. Retrieved from www.punch.com
3. Beland, D. (2005). *The Political Construction of Collective Insecurity: From Moral Panic to Blame Avoidance and Organised Irresponsibility*. Center for European Studies Working Paper Series 126.
4. Best, S. G. (2006). The Method of Conflict Resolution and Transformation in Shedrack Gaya Best (ed) *Introduction to Peace and Conflict Studies in West Africa*. Ibadan: Spectrum Book Ltd.
5. Basse Ubong (2016) Insecurity and girl-child education in Nigeria. *European Journal of Education Studies*. Vol 2(11) pp211-220.
6. BBC (2014) Boko Haram: Nigeria teacher training college attacked. <https://www.bbc.com/news/world-africa-29244107>
7. BBC (2020) Nigerian states close schools after students kidnapped in Katsina <https://www.bbc.com/news/world-africa-55338785>
8. Guardian (2020) Hundreds of pupils missing after gunmen attack Nigerian school <https://www.theguardian.com/world/2020/dec/13/nigerian-police-hundreds-pupils-missing-gunmen-attack-secondary-school>
9. Guardian (2014) Nigerian bomb blast kills at least eight <https://www.theguardian.com/world/2014/jun/23/nigeria-bomb-kills-medical-school-eight-boko-haram>
10. Gustafsson-Wright, E., & Smith, K. (2014). Abducting school girls in Nigeria: Improving education and preventing future Boko Haram attacks, *Education & Development*. Retrieved from <http://www.brookings.edu/blogs/education-plus-development/post/2014/17/nigeria-education-learning-boko-haram-gustafsson-wright>
11. *Human Rights Watch* (2016) *They set classroom on fire*. <https://www.hrw.org/report/2016/04/11/they-set-classrooms-fire/attacks-education-northeast-nigeria>
12. Hurwitz, E. (1996). Critical Issue: Developing and maintaining safe schools. Retrieved July 29, 2015 from www.ncrel.org/sdrs/areas/issues/environment/drugfree/sa200.htm
13. Hassan, M.B. (2014). Boko Haram insurgency and the state of insecurity in Nigeria: Manifestation of governance crisis. *Journal of Research on Humanities and Social Science*, 4,(18).
14. News express (2020) Kidnap epidemic: Students seek special security arrangement for lecturers <https://www.newsexpressngr.com/news/114509-Kidnap-epidemic-Students-seek-special-security-arrangement-for-lecturers>
15. Nnamdi, O. (2021) Halting Repeated School Kidnappings in Nigeria <https://www.crisisgroup.org/africa/west-africa/nigeria/halting-repeated-school-kidnappings->

niger

16. Nwachukwu, K.J., Abdullahi, U., & Kyari, Y.B. (2015). Use of defense mechanism in coping with psychological stress among insurgency displaced adolescents in Maiduguri. *The Nigerian Educational Psychologist*, 13 (1), 197-203.
17. Onifade C, Imhonopi, D & Urim U, M (2013) Addressing the Insecurity Challenge in Nigeria: The Imperative of Moral Values and Virtue Ethics. *Global Journal of HUMAN SOCIAL SCIENCE Political Science Volume 13 Issue 2 Version 1.0 Year 2013*
18. Olamosun, B (2000). *Crisis of Education in Nigeria*. Ibadan: Book Farm Publisher.
19. Oluyomi A, & Grace S.,M, (2016) *Environmental Insecurity and the Nigerian Child's Learning: Coping Strategies Asia Pacific Journal of Multidisciplinary Research*, Vol. 4, No. 1, P 13-17
20. Punch (2020) Lecturers, students abduction threat to education ASUU
<https://punchng.com/abduction-of-uniben-lecturers-students-sign-of-failed-national-security-asuu/>
21. Paul N., (2015) The Effect of Insecurity on Quality Tertiary Education in Nigeria. *Asian Journal of Applied Sciences, Volume 03 – Issue 06 pp 965-976*
22. Prmnewsnigeria (2017) 70 UNIMAID lecturers resign over Boko Haram attacks
<https://www.pmnewsnigeria.com/2017/08/06/70-unimaid-lecturers-resign-boko-haram-attacks/>
23. Protectingeducation(2012) <https://protectingeducation.org/news/deadly-attack-on-nigerias-bayero-university-in-kanol/>
24. Thecable (2014) 70-days-boko-haram-captivity-unimaid-lecturers.
<https://www.thecable.ng/70-days-boko-haram-captivity-unimaid-lecturers-forgotten>
25. Timothy O., (2021) Large-Scale Kidnappings in Nigeria's North Threaten Education.
<https://www.voanews.com/africa/large-scale-kidnappings-nigerias-north-threaten-education>
26. UNICEF (2017) More than half of all schools remain closed in Borno State, epicentre of the Boko Haram crisis in northeast Nigeria
<https://www.unicef.org/nigeria/press-releases/more-half-all-schools-remain-closed-borno-state-epicentre-boko-haram-crisis>
27. Voanews (2020) Kidnapping of Nigerian Boys Raises Fears of Growing Wave of Violence
<https://www.voanews.com/africa/kidnapping-nigerian-boys-raises-fears-growing-wave-violence>