

## **Causes, Forms and Consequences of Insecurity on Nigerian Educational System: Implications for Educational Managers**

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### **ABSTRACT**

*This paper discusses on the Causes, Forms and Consequences of Insecurity on Nigerian Educational System: Implications for Educational Managers. Secondary data were used to support the points raised in the paper. The data were sourced from print materials and online publications by recognized institutions and individual authors. The paper identified nonchalant attitude of school administrator on security, Lack of comprehensive school security policy to guide action, Non execution of security duties by incompetent guards, etc. as the causes of insecurity in educational system in Nigeria. The paper also identified physical violence, battery and assault, burning of schools or fire outbreaks, abduction and kidnapping of persons, false imprisonment and detention of students, armed robbery, stealing and trespassing, burglary and vandalism, rape, sexual harassment and prostitution, bombings and school shootings, etc. as some of the forms of insecurity found in educational system. The paper has as well identified loss of manpower in educational institutions, poor quality of education, destruction of infrastructural facilities, and discouragement of educational pursuit by children, resort to foreign education and internal displacement of learners among others as some of the consequences of insecurity on Nigerian educational system in Nigeria. In order to address the challenges of insecurity in educational system 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 use of best strategies are honestly and sincerely made available.*

**KEYWORDS:** *Insecurity, Causes, forms, Consequences, Education, Nigeria*

### **1. Introduction**

The spate of attacks on institutions of learning, particularly in Northern Nigeria, has adversely affected the development and administration of education at all levels. Stakeholders in the education sector have recently found themselves in a dilemma on how to find solutions to incessant killings, kidnappings, abductions, destruction of schools and infrastructure by criminal gangs and insurgents. Efforts by federal and state governments to curb the high level of insecurity in the country have not yielded much results as lives and property are lost daily to the mindless activities of criminals.

Many schools, including tertiary institutions in the north, have been closed as they are constantly attacked; students and staff killed or abducted and facilities burnt. This paper reviews the threats posed by insecurity locally and globally, and the challenges faced by educational administrators in their attempt to ensure that the education system is not completely over-run by criminals. It is

imperative to discuss the causes, forms and consequences of insecurity on Nigerian educational institutions and suggests measures to solve these problems.

### 1.1 Theoretical Framework

This paper is anchored on Maslow's hierarchy of needs theory was adopted for this paper as stated by Manga (2019, p. 7677) that "the theory highlighted that security is a basic need of man, if he must survive and achieve self-actualization". The security being a basic need of man is far from being achieved in our schools today Manga (2019).

## 2. Conceptual Framework

### 2.1 Concept of Insecurity

Best (2006), as cited in Ogunode, Godwin and Unoaku (2021), defined insecurity as a degenerated stage of conflict, threats to human security, intense violence characterized by fighting, death, injury, etc.. Olamosu (2000), in Ogunode, Godwin and Unoaku (2021), also 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.

Insecurity is a global problem that affects almost all underdeveloped countries and some developed countries. GCPEA (2020) posits that attacks on schools were the most frequent forms of attack on education during this period. Two-thirds of all reported attacks on education collected by GCPEA took this form, with over 7,300 incidents. More than 1,000 attacks on schools were reported in each of the two most heavily affected countries: DR Congo and Yemen. Between 500 and 999 attacks on schools were reported in two countries-Palestine and Syria. In contrast, 26 profiled countries experienced fewer than 500 documented attacks on schools. In seven profiled countries, GCPEA did not identify any incident of an attack on a school: China, Guinea, Iran, Nicaragua, South Africa, Sri Lanka, and Uganda. Examples of attacks on schools include:

1. In **DR Congo**, violence in the greater Kasai region in 2016 and 2017, as well as an upswing in violence in Ituri, Tanganyika, Mai-Ndombe, and North Kivu provinces, led to attacks on education infrastructure, students, and teachers. In 2018, in Tanganyika province alone, at least 348 schools were burned or completely destroyed, according to the UN Office for the Coordination of Humanitarian Affairs (OCHA).
2. In **Iraq**, the UN documented 161 incidents of attacks on schools, including 153 incidents that were verified in 2017 alone. In June 2017, UN sources verified that 21 schools in Kirkuk governorate had been damaged by airstrikes, bombardment, or crossfire. Attacks across the country included airstrikes, mortars, and explosives.
3. In **Palestine** in 2017, the UN documented 170 education-related incidents, including clashes in the vicinity of schools, search and arrest operations in schools, and settler violence against schools, restrictions on access to education, arrest and intimidation of students and teachers, and military presence in the vicinity of schools.
4. In **Syria**, the United Nations reported that 40 percent of the country's schools were damaged or destroyed by fighting between 2013 and 2019. According to UN data, 142 attacks on schools reportedly occurred in 2018. In the first three quarters of 2019, the UN verified 145 attacks on schools. GCPEA found that airstrikes comprised the most common form of attack, along with ground strikes, artillery, and mortars, and that these attacks injured students and teachers and caused damage to educational facilities.
5. As in the previous reporting period, **Yemen** remained the country with the highest number of

educational institutions damaged, destroyed, or used for military purposes. More than 1,700 instances of attacks on schools occurred in Yemen between March 2015 and December 2018, according to Education Cluster data reported by OCHA. According to Chris (2012) as cited in Nwobodo and Udenbunu (2017), in France some learners went to school armed, putting the teachers and their fellow learners into fear. It has also been reported that a school security guard was killed in cold blood by two robbers who robbed in their school, Hosken and Barley, (2009) in Nwobodo and Udenbunu (2017) reported a case where the Police were searching for a student who shot their school principal and injured a 12-year old student standing by him. A senior secondary school student at Zama Zulu died after being accidentally shot with his father's gun by a friend in front of the class ( Mastisa, 2011 Nwobodo & Udenbunu, 2017).. Dewet (2007) in Nwobodo and Udenbunu (2017) reported that a student in South Africa was whipped to the point of losing consciousness and another student punched in the face by a teacher.

## 2.2 Nigerian insecurity Situation

The Nigerian education sector has been bedeviled with numerous cases of school attacks across the nation which has led to the closure of schools for at least two years in some parts of Borno and Yobe States. Human Right Watch (2016) as cited in Ogunode, Godwin and Unoaku (2021), 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.

Sadiq, Ahmadu, Yaba, Saidu, Oloyede, Bashir, Okeke, and Ibrahim (2021) posited that the Boko Haram terrorists have carried out daring abductions in Borno (Chibok where 276 schoolgirls were taken away in April 2014) and in Yobe (Dapchi where 110 girls were seized in February 2018). While some of those abducted have been released, many others are still in captivity. The most recent abduction was at the UBE Primary School in Rama, a village in Birnin Gwari Local Government Area of Kaduna State. It happened 24 hours after security agents thwarted an attempted abduction of 307 students of Government Science Secondary School in Ikara Local Government Area of the state and another attack at the Federal Airport Authority of Nigeria (FAAN) quarters in Igabi LGA of the state. On Thursday night, bandits had invaded the Federal College of Forestry Mechanization, Afaka, in Igabi LGA and abducted 39 students comprising 23 females and 16 males. Security agents had earlier rescued 180 of the students but the gunmen who made away with 39 students and are now demanding N500 million as ransom. The abduction of over 300 boys from the Secondary School in Kankara, Katsina State, on December 11, 2020; the February 17 abduction of 42 people including students, teachers and their families from Government Science Technical School Kagara, Niger State, and that of Government Girls Secondary School Jangebe, Zamfara State, on February 26, 2021, where 279 female students aged between 10 and 17 were taken away by bandits, are still fresh in the memories of many. Governments at the federal and state levels keep insisting that no ransom was paid before those that regained their freedom returned and that those still in the custody of the kidnapers would also be freed. The general security situation of Nigeria can be illustrated below using tables as follows:

Table 1: *Analysis of insecurity in Nigeria by Geopolitical Zones from June 2011 to June 2021*

Geopolitical zone	Number of deaths due to insecurity in Nigeria from June 2011 to June 2021
South West	3,534
South- South	5,710
South East	3,020
North Central	10,119
North East	44,247
North West	12,743
Total	79,373

**Source:** Adopted from Eons Intelligence (2019)

Table 1 has clearly indicated that the insecurity situation is more in the northern Nigeria with North East having the highest number of casualties and South East with lowest cases.

### 2.3 Causes of Insecurity in Nigerian educational system

Manga (2019) has identified causes of insecurity in Nigerian education system as follows:

**1. Nonchalant attitude of school administrators on security:** Manga (2019) posited that the first cause of insecurity in schools has been ascribed to nonchalant attitude of school management towards security issues. According to Jill (2000) as cited in Manga (2019), many school managers lack realistic school security strategies that spell out what security works need to be done, who is to be held accountable, how the task should be carried out, when it must be done and why it needs to be done. Many school administrators do not efficiently recognize, direct, coordinate, supervise and monitor security activities in their schools.

**2. Lack of comprehensive school security policy to guide action:** According to Jill (2000) in Manga (2019) explained that many school administrators lack genuine school security plans that spell out what security tasks need to be performed, who is to be held responsible, how the task should be carried out, when it must be done and why it needs to be done.

**3. Non execution of security duties by incompetent guards:** Kenneth (2003) in Manga (2019) noted that many security guards in schools do not engage in primary security duties of patrolling the school environment both by the day and by night; guarding of buildings; facilities and infrastructure; intelligence gathering and scouting. Poor performance of routine security duties by security guards across the schools has been identified as one of the major causes of insecurity in schools Manga (2019).

**4. Overcrowding of students with diverse characters in schools:** Sheila (1998) in Manga (2019) highlighted that overcrowding students in school hostels, classrooms, laboratories and vital places in schools could generate conflict in the use of limited resources which could disrupt peace and orderliness. Sometimes when students' misconduct is not promptly punished appropriately, it tends to embolden students to commit more crimes which in turn escalate to cause insecurity in schools.

**5. Deficiencies in school plant construction and faulty buildings:** Deficiencies in the construction of school plant may contribute to cause security problems in schools (Manga, 2019). The National Crime Prevention Center (NCPC 2001) in Manga (2019) stated that schools that are not fenced provide easy access to criminals and other trespassers while school buildings that are not constructed in line with standard specifications may soon collapse causing loss of lives and property.

**6. Lack of permanent security guards in schools:** Garry (2000) as cited in Manga (2019) noted that in spite of the over increasing spate of school shootings around the world, many schools neither

have full time security guards as their employees nor do they hire them for the school. Where security guards exist, they are usually retired, old and physically weak men who lack the strength, agility and good eyesight to perform security duties efficiently.

**7. Lack of security inspection by the Ministry of Education:** Manga (2019) stated that poor performance of security duties in schools is worsened by lack of regular security inspection of schools by the Ministry of Education.

**8. Faulty school vehicles and reckless driving:** faulty school vehicle and reckless driving by drivers within the school premises may at times result to accident which would in turn lead to injuries or loss of lives and damages to school buildings.

#### **2.4 Factors Responsible for the Attacks on Educational Institutions in Nigeria**

There are many factors responsible for the attacks on educational institutions in Nigeria. Nnamdi (2021) as cited in Ogunode, Godwin and Unoaku (2021), outlined reasons why educational institutions are being attacked by insurgents as follows:

1. Schools are soft targets: According to Sadiq, et al (2021) Boko Haram fighters, bandits and other miscreants have found schools in some states in the region as soft targets and have abducted hundreds of students in recent times. States that recently witnessed the abduction of students and in some instances teachers include Katsina, Niger, Kano, Sokoto, Zamfara and Kaduna. All the incidents were attributed to bandits. Schools are seen as soft targets by the insurgents as a result of increasing security around key government institutions and agencies. 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.
2. Secondly, mass abductions of children are issues 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.
3. 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.

Also, Ogunode, Godwin and Unoaku (2021) they identified the following as some of the causes of attacks on the educational institutions in Nigeria:

4. Unemployment and poverty: The "Almajiri System" that is predominantly entrenched in the Boko Haram operational areas easily made it possible for unemployed and poverty-stricken youth to be willing tools for recruitment as foot soldiers by Boko Haram commanders. This is buttressed by Abbo, Zain and Njidda, (2017) as cited in Wilson (2019) who noted that the "existence of alienation and discrimination against them makes the Almajiri to become dissatisfied with the political system" thereby paving the way for them to be coopted as "Boko Haram" members. The result of the above factors and many others no doubt contributed to the prevalence of Boko Haram insurgency.
5. Other factors include: illiteracy, marginalization, political factors and international influence.

## 2.5 Forms of Insecurity in Nigerian Educational System

Manga (2019) identified the following forms of insecurity in Nigerian educational system:

### a) Physical violence, battery and assault:

This form of insecurity is very common in Africa where the use of corporal punishment is still popular especially in public schools. Dewet (2007) in Nwobodo and Udenbunu (2017) reported that a student in South Africa was whipped to the point of losing consciousness and another student punched in the face by a teacher.

### b). Burning of schools or fire outbreaks:

This is one of the common attacks in north east by Boko Haram which has led to burning of many schools. For example, it was reported by GCPEA (2020) that on March 11, 2013, unidentified attackers set fire to Gwange I Primary School in Maiduguri City, Borno State, burning it down. Unidentified attackers reportedly set fire to Gwange III Primary School in the same city two days later. A local media source reported that on March 23, 2013, persons believed to be members of Boko Haram burned down three private schools in Biu town, Borno State, at night.

### c). Abduction and kidnapping of persons:

GCPEA (2020) reported that one of the most highly globally publicized attacks on education occurred on April 14, 2014, when Boko Haram stormed a government-run secondary school for girls in the Chibok local government area in Borno State. They burned down the school and kidnapped 276 female students. Sadiq et al (2021) also reported the series of recent abductions of over 300 boys from the Secondary School in Kankara, Katsina State on December 11, 2020; the February 17 abduction of 42 people including students, teachers and their families from Government Science Technical School Kagara, Niger State, and that of Government Girls Secondary School Jangebe, Zamfara State, on February 26, 2021, where 279 female students aged between 10 and 17 were taken away by bandits, are still fresh in the memories of many.

### d). False imprisonment and detention of students:

Unjustified detention of students by some wicked teachers or senior students especially in public boarding schools in Nigeria is a major source of violence in schools.

**E). Armed robbery, stealing and trespassing:** It has also been reported that a school security guard was killed in cold blood by two robbers who robbed in their school, Hosken and Barley, (2009) in Nwobodo and Udenbunu (2017) reported a case where the Police is searching for a student who shot their school principal and injured a 12-year old student standing by him.

**f) Burglary and vandalization of facilities:** This involves breaking down of doors or windows and destruction of school properties by students or others, especially during school riot/crisis or deliberate destruction by Boko Haram. For example, News sources reported as cited in GCPEA (2020) that on September 7, 2014, Boko Haram members destroyed a school when they attacked Buratai town, Borno State. It was also reported by local media as cited in GCPEA (2020) that on January 12, 2015, Boko Haram members stormed Askira town, Borno State, using explosive and incendiary devices to damage several buildings, including a school.

**g) Rape, sexual harassment and prostitution:** U.S. Department of Education Office for Civil Rights as cited in Hill, and Kearn, (2011) defined sexual harassment as follows:

Sexual harassment is unwelcome conduct of a sexual nature, which can include unwelcome sexual advances, requests for sexual favors, or other verbal, nonverbal, or physical conduct of a sexual nature. Thus, sexual harassment prohibited by Title IX can include conduct such as touching of a

sexual nature; making sexual comments, jokes, or gestures; writing graffiti or displaying or distributing sexually explicit drawings, pictures, or written materials; calling students sexually charged names; spreading sexual rumors; rating students on sexual activity or performance; or circulating, showing, or creating e-mails or Web sites of a sexual nature. GCPEA found that armed forces, law enforcement, other state security entities and non-state armed groups committed sexual violence during, or in the aftermath of, attacks on schools, primarily against female students and teachers (GCPEA, 2020, p. 6).

**i) Bombings and school shootings:** GCPEA (2020) reported that on November 10, 2014, a suicide bomber dressed as a student detonated a bomb during a school assembly at the Government Science and Technical College in Potiskum, Yobe State. According to Human Rights Watch in GCPEA (2020) the explosion killed 26 students and inflicted minor to grave injuries on > additional 81 students. Also On March 18, 2013, unknown gunmen reportedly shot and killed at least three teachers and seriously injured three students in simultaneous attacks in four government-run schools in Maiduguri, Borno state, according to Amnesty International and media sources as cited in GCPEA (2020).

**j) Vehicle collision and crashes:**

This involves car accidents in schools which usually happen as a result of careless and reckless driving by some nonchalant drivers within the school premises.

**k) Drug abuse, alcoholism and smoking:**

it was reported in a particular study that smoking of Indian hemp, abusing other hard drugs, cult and related violent activities were some of the factors that constituted insecurity of the school environment which eventually cause boys to leave school and join trading while leading girls to drop out and settle for marriage (Ojukwu, 2017).

**l) Cultism and hooliganism:**

Okore and Okorie, (2016) in Mbah, Egwu and Emesini (2018) stated that Cultism then can be seen as a ritual practice by group of people whose membership, admission, policy and initiation formalities, as well as their mode of operation are kept secret and their activities affect a lot of people. Mbah, Egwu and Emesini (2018) in their study revealed that cult activities influence students' discipline, punctuality and regularity to school programmes and their general academic participation and performance.

## **2.6 Consequences of Insecurity on Nigerian Educational System**

Ogunode, Godwin and Unoaku (2021) have identified some of the consequences of insecurity on the educational system in Nigeria as follows: loss of manpower in educational institutions, poor quality of education, destructions of infrastructural facilities, closure of educational institutions, increased in educational spending, educational wastages, discouragement of educational pursue by children and encourage foreign education and internal displacement of Learners, which they further discussed as follows:

### **1. Loss of Manpower in Educational Institutions:**

The administration of educational institutions depends on the quality and quantities 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. In the (2018) UNESCO global education monitoring report (GEM) as cited in Ogunode, Godwin and Unoaku (2021) the UN agency said 19,000 teachers have been displaced in the region, affecting access to education.

## 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 syllabi 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 syllabus is reducing the quality of education.

## 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) as cited in Ogunode, Godwin and Unoaku (2021) 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 in Ogunode, Godwin & Unoaku, 2021).

## 4. **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) as cited in Ogunode, Godwin and Unoaku (2021) 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. Nnamdi, (2021) as cited in Ogunode, Godwin and Unoaku (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.

## 5. **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 being kidnapped or being killed by insurgents. Many parents have decided to keep their children at home instead of being 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) as cited in Ogunode, Godwin and Unoaku (2021) quoted



UNICEF as saying that 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.

#### **6. 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), in Ogunode, Godwin and Unoaku (2021), noted, 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.

#### **7. Reduction in 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 insurgents attacking public and private educational institutions in the country. The government and some state governments have resolved not to embark on infrastructural development of educational institutions for now until the security issues are over. This action is preventing investment in education and many stakeholders in the private sector are discouraged from establishing private schools because of the fear of attacks.

#### **8. 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. School administrations require 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 material resources for the implementation of educational programmes and policies. It is unfortunate that funds that are supposed to be allocated for the development of education are being used yearly to tackle security challenges. Research has it that Nigerian government annually spends one trillion naira on security.

#### **3. Implications for Educational Managers**

In view of the increasing rate of school attacks and the need to involve all stakeholders in providing lasting solution to the problem, Chiaha and Mbanefo in Manga (2020), posited that considering the volatile nature of security condition in Northern Nigeria which is characterized by Boko Haram insurgency, cattle rustling, rampant cases of kidnapping, violence and other crimes, school managers must make the security of their schools a top priority. Schools have become globally and nationally vulnerable to attacks and security threats (Grant, 2009 in Manga 2020). The focus of managerial action should be on recruiting competent security staff and ensuring that they are adequately provided with necessary equipment to enable them function effectively (Manga, 2020). Otuchikere in Manga (2020) also stated that the era of totally depending on the police or military to adequately protect schools is over as the security agencies are equally facing enormous challenges of maintaining security in the nation as a whole. Efforts must be made to supplement the efforts of other

security agencies by developing a well-equipped security system and ensuring that security equipment are well utilized and maintained to ensure school effectiveness in educational institutions in Nigeria (Manga, 2020).

#### 4. Recommendations

To solve the identified causes and consequences of insecurity in Nigerian educational system, the following recommendations could be considered:

1. Government should ensure that, the political will to fight all forms of insecurity in the country through the use of best strategies is honestly and sincerely exhibited by state actors..
2. Government should employ only trained school administrators who are security conscious, to head government schools and make it mandatory for private schools to do same.
3. Security training and workshops should be organized from time to time and as frequent as possible to prepare students and staff of educational institutions for any security threat that may occur in future.
4. Government should employ competent, agile, permanent and well trained school security guards in all schools.
5. More classrooms should be constructed to avoid overcrowding.
6. Ministry of Education should carry out frequent security inspection to ensure schools implement security policies as expected of them.
7. Driving of cars within the school premises should be prohibited. Parks should be provided outside the school for visitors, staff and parents to prevent infiltration by kidnappers and other criminals.

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