

IMPACT OF INSECURITY ON EDUCATION AND ECONOMIC DEVELOPMENT IN NIGERIA

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Abstract

Insecurity over the years has ravaged the educational system and economic development in Nigeria, in view of the negative effects, this paper centres its discussion on the impact of insecurity on education and economic development in Nigeria. This 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 pursuit by children, internal displacement of learners, reduction of private investment in education and inadequate funding of education as the impact of insecurity on education and economic development 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 such as employing foreign aid or assistance and concluded that the presence of insecurity in any environment constitutes threat to lives and properties, hinders business activities, and discourages local and foreign investors, all of which stifle and retard the educational system and socio-economic development of Nigeria.

Keywords: *Insecurity, Education, Economic Development*

Introduction

The political, economic and social systems of a country create the conditions for security and insecurity. Security is a necessary precondition for the development of human beings and society. Therefore, security is the most basic need of human beings and societies. Recognizing the significance of security as the precondition for the survival of the Nigerian people and nation, the Constitution of the Federal Republic of Nigeria provided in section 14 (1) (b) that “the security and welfare of the people shall be the primary purpose of government”. The duty conferred on the government by this provision has not been substantially and substantively discharged as the prevailing high level of human insecurity in the country demonstrates. This entails the protection of human rights, from physical threats and violence within the state’s territory”. Broadly, security can be conceived as the absence of threats to (a) the sovereign powers and territorial integrity of a nation; (b) the capability of a country’s government; (c) safety of the person and property of citizens, and (d) freedom of citizens from oppressive rule, economic exploitation, discrimination and exclusion, diseases, homelessness, starvation, ignorance and illiteracy, environmental degradation and all other forms of structural and criminal violence. Like every goal, the attainment of national security involves several institutional and organisational processes and activities as well as individual efforts that are governed by norms and compliance with them.

The rate of insecurity in Nigeria has reached an alarming stage; it is now a threat to human existence and that of Nigeria as a nation and has equally raised tension and anxiety among the

citizenry. As a matter of urgency, questions about what would be the fate of Nigeria within the next two years are daily echoed in the minds of everyone. People are not sure of their security due to high crime rate, kidnapping, incessant killings and threats. Insecurity underscores a major point that those affected by it are not only afraid of personal safety and freedom from fear of physical harm but uncertain of the impending danger.

Insecurity has taken different dimensions and shapes; day by day, a lot of bad news is recorded. Hence, one begins to ask who the perpetrators of the programme are. What are the efforts of government towards a complete eradication of this menace? Many are of the view that insecurity in Nigeria is politically masterminded while others see it from the point of religion. There is no state in Nigeria that does not have one experience or the other as bonding insecurity. After the civil war of 1967-1970, there has been one coup or the other leading to loss of lives and properties. The June 12, 1990 protest created another tension in Nigeria in which people lost their lives. The annulment of the election which produced Chief Moshood Kolawole Abiola as the winner nearly caused another civil war in Nigeria. The Ogoni land agitation of 1992 claimed the life of a prominent figure, Ken Saro Wiwa and nine others that were hanged during the regime of General Sani Abacha. Within this democratic dispensation, a lot of insecurity incidents have been recorded. In 2009, the issue of Boko Haram started in North East. Many lives have been lost, public and private properties destroyed and this has lingered on. Nigeria is rated among the third world countries that are yet to develop. After independence in 1960, Nigeria celebrated her 62nd independence anniversary on the 1st of October 2022 but what are the developmental changes in economy, infrastructure and social welfare? Looking at the complexity of insecurity, one begins to wonder the possibility of development in a nation that has not settled down for peace and unity; let alone, effecting some developmental changes.

Historical Background to Insecurity in Nigeria

The amalgamation that took place in 1914, brought about the involuntary unification of culturally and historically diverse ethnic groups in Nigeria; some of which had been rivals and overlapping imperialists in the pre-colonial era (Ajayi & Alagoa, 1980). The birth of insecurity started with ethnic and cultural conflicts which were rooted in the 1914 merger of the Northern and Southern protectorates by the colonial administration of Lord Frederick Lugard. Before then, each of these ethnic groups had their system of leadership, beliefs and culture. They had lived and practiced all these before the coming of the colonial masters who did not put these into consideration, before merging and declaring the state a sovereign nation. And ever since, Nigeria has passed through series of security challenges among others (Adofu & Alphassan, 2018).

Sadly, diversity is another major cause of insecurity in Nigeria. Religious violence has taken a prominent shape in contemporary Nigerian democracy (Adejoh, 2010). Since the inception of the present democratic rule on May 29, 1999, religious violence has taken place in different states of Nigeria; especially at the northern part of the country. From the clash between the Muslims and Christians in Kaduna metropolis over the proposed introduction of Islamic criminal law on February 21 and 22, 2001, then in July 1999, there was a conflict between the Yoruba traditional worshippers and the minority Hausa group in Sagamu. The clash between Muslims and Christians in Tafawa Beleva Local Government of Bauchi State on 19 June and 4th July 2001 was another instance. Apart from these, there was another religious violence in Kano over the United States led military action in Afghanistan over asylum granted to Osama Bin Laden on 12th October 2001. The clash between Muslims and Christians in Kaduna over Miss World Beauty Pageant and the newspaper publication making reference to Prophet Muhammed on 22nd November, 2002. People's lives were lost in all these clashes and violence (Adofu & Alphasan, 2018).

The prevailing insecurity today is mostly rooted in religious violence; the issue of one nation is only professed by mouth and not by practice. Imhonopi and Urim (2013), noted that there is increase in ethnic hate, religious bigotry, secret killing, political rivalry and a growing population of disgruntled citizens in the country that are tools in the hands of politicians. When all these continue to happen, then the issue of peace and unity becomes a mirage. For any country to achieve worthwhile development, insecurity must be constantly checked and controlled to the barest minimum. The issue of reorientation of the citizenry to have common goal and value system must be vigorously pursued.

Concept of Insecurity

The term insecurity has been defined in so many ways depending on the perspective one looks at it. Insecurity can be seen as a feeling of uncertainty, a lack of confidence or anxiety about oneself. It can also be described as the state of being open to danger or threat. Insecurity is a threat to human existence in all ramifications. According to Achumba., Ighomereho and Akpor-Oboro, (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 etc. Oluyomi, and 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. 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 2013). 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. Nigerians have experienced greater insecurity at different dimensions since the last two decades. 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. The Boko-haram in the North-East, Fulani herdsmen in Benue, Enugu and other States and incessant killings in virtually all the parts of the country by bandits, Yahoo boys activities, in the South, kidnappers and human traffickers everywhere and so many more. Most of these are no longer practiced secretly but in public places. Many farmers have been killed in their farmlands, while many transporters have been trapped and killed in different high ways.

It is not an understatement that the Nigerian government has made efforts to deploy security agents in attempt to arrest the situation; yet, it appears that nothing has started. Many of the soldiers have lost their lives in the process of combating the pogrom. Though, considering the large outlay of government's resources spent on curbing the menace of insecurity and the attendant destruction of the few existing infrastructure, one can quietly assume that the challenges that insecurity posed to development are enormous. However, Dike (2010) and Omede (2012) are of the view that Nigeria's security should be based on holistic approach considering the citizens who are the primary beneficiaries of every security and developmental benefits the nation can offer. Having the citizens in mind will propel the government to go extra miles in restoring security.

Alemika, (2016) postulated that insecurity can be classified into several dimensions. The most significant dimensions are:

- a) Physical insecurity- violent personal and property crimes,
- b) Public security- violent conflicts, insurgency and terrorism,
- c) Economic insecurity- poverty, unemployment,
- d) Social insecurity- illiteracy, ignorance, diseases or illness, malnutrition; water borne disease, discrimination and exclusion,
- e) Human right violations- denial of fundamental rights by state and non-state actors in different states,
- f) Political insecurity- denial of good and social democratic governance.

The dimensions of security as highlighted above are interwoven and cannot be treated in strict isolation as explicated by Anan, (1998) that: "security" means far more than absence of conflict. Lasting peace requires a broader vision encompassing areas such as education, health, democracy and human rights, protection against environmental degradation and the proliferation of deadly weapons.

In all these cases of insecurity, youths are the prominent figure in the crusade of crime. Such youths either lack requisite education that render them jobless, unemployable, poor and disenchanted; or are educated and are still jobless. Poor youth find it difficult to resist temptation to commit crime, provided such will open way to meet their immediate needs. In other word, education and national security are inexorably linked together. 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. 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 travellers 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. Having seen the correlation between education and national security, lack of education or lack of quality education is responsible for joblessness and poverty, making crime attractive especially to the youths, and as such becoming agents of insecurity to the system.

Concept of Economic Development

The complex nature of development has made it difficult for scholars to give it a direct definition. It is not easy to define development because of the changing nature and its importance to human existence. In fact, there are numerous perspectives. For instance, it can be applied in relation to economics, political, culture, religion, infrastructure, technology, education, etc. According to Meizer (1988), development is the act of raising to the highest value, the Gross National Product through the process of accumulating capital and industrialization. Development at any time should be seen as a multidimensional process involving changes in structures, attitudes and institutions as well as the acceleration of economic growth, the reduction of inequality and eradication of absolute poverty. Todaro (1992) cited in Nwanna-Nzewunwa (2008), asserted also that development can be seen as the capacity of a nation to increase its static economy to a certain level where it can generate and sustain an annual increase in its Gross National Product (GNP). In this case, what we consider in development is not limited to process of acquiring industries but it encompasses such processes as modernization, productivity, social and economic equalization, improved institutions and attitudes as well as rationally coordinated policy.

According to Seers (1979), in any country where the three indices such as poverty, unemployment and inequality are at a high rate, it shows that no development has taken place. In other words, for a country to be classified as a developed country, these yardsticks namely: the state of poverty, unemployment and inequality must be critically examined. No country can be developed when the condition of life of the people are low. Development has a multi-dimensional, nature as Todaro (1985) opined. According to him, it is the re-organization and re-orientation of the entire economic and social systems. This implies all-round change. In his own view, Onah (2005) stressed that development is not static but is a continuous improvement in the capacity of the individual and society to control and manipulate the forces of nature for the enhancement of the living standard of the people in a society. In agreement with Onah, Ahmed (2007) added that development is concerned with the general increase in terms of material, social and psychological conditions of a given human society. Economic development is the process whereby simple low income national economies are transformed into modern industrial economies.

Concept of Education

Education and security can influence each other positively or negatively depending on the contexts. Education enables individuals, groups, countries and human race to explore, appreciate, understand and develop their physical and social environments for the satisfaction of their needs. It empowers individuals and liberates citizens from ignorance, prejudice, bias, superstition, and manipulation by people who claim to have superior knowledge. An educated person has a broad view of issues instead of narrow and parochial outlook. He/she is tolerant of other people's religion, belief, culture and limitations and promotes social harmony and security. Education is designed purposely to assist individuals to develop their skills and abilities so as to fulfil their potential and to lead productive satisfying lives.

The purpose of education in modern times is wider in scope than in preliterate societies. Education now shapes politics, culture, family, economy among others. As the society is dynamic, and constantly and growing, education must follow suit. In fact, changes most often are effected through the educational system of a country (Azikiwe, 2008). Educational system must change to meet the aspirations of individuals and those of their countries otherwise it becomes irrelevant. In the Nigerian context, experts at home and abroad have expressed grave concern about the incoherence or inadequacy of Nigeria's education system especially at the university level. Ezekwesili (cited in Azikiwe, 2008), presented the graphic state of the

Nigerian education system and advocated for reform. In fact, she warned that if the rot in the system was not aggressively addressed, that the country was at the risk of creating a republic of “Italy girls” (Nigerian girls going to Italy for prostitution because of unemployment), yahoo boys (youth involvement in internet fraud), miscreants and hardened criminals, and that by 2020, the country would have created highly skilled and motivated criminals.

Akwara, Akwara, Echola, Adekunle and Udaw (2013), pointed out that unemployment of trained people including university graduates in Nigeria is growing. It is important to note that, unemployment, especially among youth has implications on Nigeria’s national security. Youth within the age bracket of 18-45 quite frequently get involved in various crimes constituting insecurity. For instance, Akwara et al. (2013) noted that most of the people paraded by law enforcement agencies belonging to criminal groups are within the age bracket as mentioned before. The most disturbing aspect is the fact that, some of those involved in the various crimes are educated. They are involved in urban conflicts, militancy, sectarian violence, crimes, terrorism brought about by joblessness. Education also involves formal instruction under the direction of specially trained teachers Macionnis cited in Azikiwe (2008). Education is also seen as a process by which individuals are assisted formally through proper direction and guidance to develop their capacities not only for their own benefit but for the society at large. Suffice to say that the essence of education is to develop individuals so that they can become effective and efficient in what they do and also contribute to the advancement of the society where they live. Orikpe, (2013) opined that education plays a critical role in changing the behavioural patterns of citizens to the desired direction.

Condoleezza Rice, former Secretary of State of the United States of America posited that quality education of a nation is a direct function of a country’s national security. Therefore, education is as important as national security.

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 (2019)*). Secondary school education is one of the levels of education mostly attacked in the Nigerian 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 Zanna Mobarti 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.

Nigerian higher institutions are 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 were killed (BBC, 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 was killed in the brutal ambush; some academics were killed while four others were kidnapped. Imhonopi and Urim, (2013) 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 hijacking, suicide bombings, religious killings, politically-motivated killing and violence, ethnic clashes, armed banditry and others has increasingly become a regular signature that characterizes life in Nigeria since 2009.

Education and Nigeria’s National Security

Education and security can influence each other positively or negatively depending on the context. This is necessarily so because it enables individuals, groups, countries and human race to explore, appreciate, understand and develop their physical and social environments for the satisfaction of their needs. An educated person has broad view of issues as against narrow and parochial outlook. Education makes people to be tolerant of other people’s religion, belief, culture, limitations and promote social harmony and security. It is ability to listen to almost anything without losing your temper or your self-confidence. A good number of conflicts often arise from ignorance and manipulation of ethnic and religious identity. In fact, education (not just passing through the four walls of the school) system produces tolerant and civil citizens who are able to understand and live with people from different ethnic, economic, religious and cultural backgrounds and other forms of identities

A country that bequeaths the right type of education to its citizens makes it difficult for such citizens to turn against their father land (Orikpe 2013). In fact, it is meaningless to talk of security in the absence of the right type of education. It is therefore, not a surprise that Radda (2013) opined that education, when well imparted and utilised, has the potency of promoting national security. This is because it is mostly uneducated jobless and educated jobless youths that are easily attracted to crimes, thereby, constituting insecurity in a country. While Western education that is not geared towards self-reliance (education that makes youth job seeker) may be dangerous as far as developing countries are concerned, lack of Western education or low education is even more dangerous. Low education often translates to absence of competitive skill, adequate income, exclusion from participating in vital political and economic and social organizations and relations; lack of access to adequate food and nutrition, housing, health care and efficient public emergency and safety services-all which are element on human security. Youths who are educated have hope of better future than youths who are not educated and failed to learn any craft. Children or youths with low education are easily recruited as thugs, insurgents and terrorists through indoctrination. Suffice to say that lack of education itself is insecurity (Alemika 2016). Inadequate education also constitutes a problem to national security.

The former Minister of Education, Professor Ragayyatu Rufai (cited in Orikpe, (2013) advocated for reform of the education system as a means of curbing security challenges confronting Nigeria. The Minister canvassed for total overhaul of the curriculum at all levels of education with the aim of providing recipients a kind of education that focuses on the

development of the mind, soul and body, taking into cognisance the need of the country. In the same vein, Yakubu, (1997) submitted that, religious crisis, drug addiction, secret cults, armed robbery in higher institutions are either instigated or practiced and aided by the products of the system of education. The high rate of unemployment among youth attests to the faulty premise of the Nigerian educational system. There is a synergy between unemployment and poverty. Jega, (2002) also argued that the mass of unemployed youth in both rural and urban areas of Nigeria need little motivation or mobilization to take part in riots and reprisal attacks given the inducement or opportunity for looting that often accompanied these. It appears poverty and joblessness especially amongst the youth is important casual and facilitating factors in violent conflict in Nigeria. Akinwumi, (2004) also established a nexus between education and national security stating that, Nigeria's education system had increased rural-urban migration, and that many of the young people had migrated to different urban centres in the country to look for jobs that do not exist. This resulted into disappointment and frustration. Many of them take to crime to survive. As stated before, most of the people paraded as criminals by the law enforcement agencies before the mass media in the country are mostly unemployed youths. They are also use as suicide bombers by terrorist groups in the country. Although it is disturbing for educated youth to get involved in crime as a result of unemployment brought about by inadequate educational curriculum that would have made them job creators instead of job seekers, it is even worse for uneducated youths who refuse to learn any trade and as such, lack means of livelihood. As bad as the situation appears, education can be used to curb the ugly trend.

Consequences of Insecurity on Education and Economic Development in Nigeria

The effect of insecurity is very obvious as it presents itself in the destruction of lives and few available infrastructures needed for the industrial growth and development of the nation. Apart from destruction of infrastructure, there is an increase in unemployment, increase in higher level of criminal activities, dwindling of government revenue, destruction of lives, and obsession with social media, tension and negative feelings, ethnic suspicion and aggressive tendencies which can lead to war. No country of the world can develop without the needed prerequisite for growth and development. Some of the consequences of insecurity are explained below:

1. Loss of Manpower in Educational Institutions

A lot of 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. According to The cable (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.

2. Poor Quality of Education

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. The inability of these educational institutions to cover their scheme of work and syllables is reducing the quality of education. 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.

3. Destructions of Infrastructural Facilities

Many school facilities like classrooms, administrative block, ICT facilities, tables, chairs and desks have been destroyed by 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 to 2015, attacks in north-Eastern Nigeria has 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 and school facilities become inadequate (Oluyomi, & Grace, 2016).

4. Brain-Drain

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. The exit of some lecturers has affected research and learning because, some are specialists in their fields.

5. Closure of Educational Institutions

The insecurity in Nigeria has led many states governments 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). 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.

6. Discouragement of Educational Pursuit by Children

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.

7. Internal Displacement of Learners

Many students have been displaced from their schools because of insecurity. Oluwa (2014) notes, that the impact of insecurity includes 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).

8. Reduction of 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 action is preventing investment education and many private sectors too are discouraged on establishing private schools because of the fear of attacks.

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. 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

This paper concluded that the presence of insecurity in any environment constitutes threat to lives and properties, hinders business activities, and discourages local and foreign investors, all of which stifle and retard the educational system and socio-economic development of Nigeria. This paper identified loss of manpower, destructions of infrastructural facilities, brain-drain, closure of educational institutions, internal displacement of learners, reduction of private investment in education, inadequate funding of education etc as the effect of insecurity on education and economic development in Nigeria.

Recommendations

- a) The government should develop the political will to fight all forms of insecurity in the country through the application of best strategies such as employing foreign aid or assistance.
- 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) 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.
- f) Ministry of Education should carry out frequent security inspection to ensure schools implement security policies as expected of them.
- g) 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.

- h) The federal government should provide the enabling environment for people to work especially in the area of security of lives and property. This is against the back-drop that no meaningful economic activity can thrive in the face of insecurity.

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