

REINFORCING SECURITY INFRASTRUCTURE AND PROMOTING SUSTAINABLE DEVELOPMENT IN NIGERIAN EDUCATIONAL INSTITUTIONS

ABIOLA SODIQ ADEKUNLE

Department of Early Childhood and Educational Foundations,

University of Ibadan, Nigeria

abiolaadekunle90@yahoo.com

+2348061370468

&

OLAWALE JAMES OLAOGUN

Department of Adult Education, University of Ibadan, Nigeria

waleolaogun8@gmail.com

+2348148242902

Abstract

Education has been conceived globally as the means to attaining social change and sustainable development; however, the achievement of these aims is dependent on the availability of key infrastructures such as financial resources, skilled man power, and efficient security network and so on. This paper argued for the provision of proper security infrastructure as a vital requirement for an efficient Nigerian educational system in the wake of security threats from kidnappers, bandits, cultists and the dreaded 'Boko Haram' terrorist sect who have continued to unleash immeasurable havocs on students, teachers, administrators and other stakeholders in the educational sector. The real motive for their unwarranted actions has continued to pose endless questions in the minds of all, especially at a time when there is a clamour for improvement in education practice in various developing countries to promote sustainability. This paper argued that without a proper security network, educational institutions cannot thrive or pursue their goals without distractions. It is recommended that there should be proper commitment from the government, security agencies and resident communities towards strengthening the security infrastructure of all educational institutions if the nation really aims at sustainable development. The study adopted a combination of philosophical methods; the analytic method was adopted in discussion of key terms; the speculative method provided insights on the links between various occurrence of security breaches and their long-term impact on Nigerian institutions; the phenomenological method explored factual experiences of the situation while the prescriptive method was employed to provide strategies to mitigate the situation.

Keywords: Education, Educational Institutions, Reinforcement, Security Infrastructure, Sustainable Development.

Introduction

The education system of any country is considered the backbone of sustainable development; however, the provision of suitable and efficient learning infrastructures must be a topmost priority for all if truly a nation desires to achieve targeted aims and objectives. This includes provision of standard teaching and learning facilities, adequate motivation of teachers and students, provision of suitable learning materials as well as secure and conducive learning

environment. Considering the Nigerian educational system, a lot of these aforementioned elements appear to be below required standard compared to advanced nations. Nigerian security system has continued to experience frequent security breaches over the last decades and the educational sector has been negatively impacted as demonstrated in the incessant violent attacks, kidnapping, sexual assault and murder of students, teachers, administrators and policy formulators. The inhumane acts of Boko-haram, bandits, cultists and herdsmen over the years have also left a lot to worry about on the situation of things. This paper thus argued that unless proactive efforts are made to curtail the situation via provision of adequate security infrastructure, the attainment of sustainable development via education would remain an uphill task.

Conceptual Clarification

Reinforcing

The term is derived from the word “reinforce” which refers to the act of providing support to an opinion, feeling, system or object to make it stronger. It refers to an attempt to stimulate a subject/person by providing support. It is primarily targeted at ensuring that the subject in question is granted more strength and its weaknesses properly corrected until improvement is achieved.

Security Infrastructure

The term “Security infrastructure” is coined from a combination of the terms; “security” and “infrastructure”. The etymology of the word ‘security’ is traceable to Latin words *se* (meaning without) and *cura* (meaning care or anxiety) and Old French words “*sécurité/securitas*” meaning “*safe/secure*”. Thus, the word security by its etymology equates to ‘*securus*’, meaning ‘freedom from anxiety’. It is worth mentioning that there are several contexts to which the term can be conceived. According to Encyclopedia Britannica, security can be viewed as; the state of being protected or safe from harm, anxiety or worry; feeling secure, being closely watched or guarded; things done to make people or places safe. The Oxford Dictionary defined it as the condition of not being threatened physically, psychologically, emotionally, or financially. In plain terms, it can be conceived as any attempt to protect a person/thing by removing threat or danger. On the other hand, the term “*infrastructure*” was derived from Latin prefix “*infra*,” meaning “*below*” and “*structure*” which literally translates to “*below structure*”. Thus, infrastructure can be conceived as the basic systems and services that are necessary for a country or organization to run smoothly. Proceeding from this, security infrastructure refers to the basic structures, security system and facilities put in place by the government of a society to ensure the safety of members and prevent attacks or dangerous threats.

Sustainable Development

The term ‘Sustainable Development’ is coined from the words “sustainable” and “development”. The term “sustainable” is derived from the Latin word “*sustinere*” meaning “*to hold up*”. Literally, it denotes the ability to maintain, support, uphold, or endure a situation over a long period of time. Development can be conceived as the gradual growth of a person, organization or society to ensure that it becomes more advanced or stronger. According to IGI Global (2013), development occurs when something becomes more advanced; it is essentially related to economic growth characterised by rapid and sustained expansion of production, productivity and income per head. On this note, one may conceive sustainable development

as a form of development which aims to achieve improved life for people both in the present and the future. According to the Brundtland Report (1987), sustainable development is the “development that meets the needs of the present generation without compromising the ability of future generations to meet their own needs”. It can also be conceived as the economic and political process through which a country develops to increase its capacity to meet citizens basic needs and raise their standard of living. Similarly, it refers to the process which enables citizens to realise their potential, build self-confidence and lead lives of dignity and fulfillment without fear of want and exploitation. It covers several aspects of development including social, political, economic, cultural and environmental development with the aim of improving people’s wellbeing and capacity on a long-term basis. (IGI Global, 2013)

Education

The concept of education is quite extensive such that one would find it difficult to pin to a particular definition; as such, it has been suggested that one needs to put up a contextual interpretation of the concept wherever it is used. Proceeding from its etymology, Osokoya (1987) identified that education is derived from Latin words “*educere*” which means “*to draw out*” and “*educare*” which means “*to nourish/raise up*”. These ideas denote that education is a complex activity or process of developing an individual and goes beyond what could be achieved within the school alone. Scholars across ages have given varied definition of the concept such that it appears impossible to compile all together; for Socrates, education is the process of dispelling error and discovering truth; for Plato, it is a process of providing for the body and the soul all the beauty and perfection for which it is capable of. (Akanbi and Oluokun, 2006).Fafunwa (1975) defined it as the aggregate of processes by which a child develops the abilities, attitudes and other forms of behavior which are of positive value to the society in which he lives. For Nyerere (1982), it refers to the transmission of accumulated wisdom and knowledge of a society from one generation to another to prepare them for future membership of their society. In summary, education refers to an activity/process through which an individual acquires positive knowledge, skills, attitude and behaviors capable of developing him to a responsible, functional and self-reliant person.

Educational Institutions

An institution can be defined as normative patterns which define what are felt to be proper, legitimate or expected modes of behaviour. (Owoseni, 2006:10) Institutions then could be conceived as large important organizations established to serve particular purposes in the society such as legal, political, economic, educational and religious institutions. Educational institutions are the social institutions set up by the society to ensure the transmission of the core knowledge, values and norms of the society.

Methodology

The paper adopts a combination of qualitative research methods in the discussion of the concepts and the relationship among them. The aim of the research was to identify the various strategies that could be adopted to improve security infrastructure in the Nigerian education system to achieve sustainable development. The paper employed analytic method to clarify the related concepts and discuss their relevance to the study; the historical approach was adopted to provide insight into the history of insecurity in Nigeria over the years; the phenomenological method to discuss the manifestations of security challenges in the Nigerian education sector by relating to experiences of victims as well as available information on its

effects over the years; and prescriptive method to provide suggestions towards attaining an improved security in order to promote development. This would help de-breed insecurity which has become a threat to Nigerian educational system and denied multitudes of citizens access to qualitative education required to actualize their potentialities.

Theoretical Framework

This paper is hinged on the framework of Reconstructionism / Critical Reconstructionism; a philosophical position which emphasizes the need to address social questions in the quest to create a better society and worldwide democracy. It was spearheaded by a group of progressive educators in the 1920s and 1930s known as the “Frontier Thinkers” whose main goal was to create a more “equitable” society through social reform in education (Webb Et. Al., 2010). Reconstructionism properly defined refers to an educational philosophy which project schools as tools to solve social problems faced by the society. It was founded by Theodore Brameld (1904-1987) whose work was out to condemn the horrors of WWII and later supported by people like Karl Marx, George S.Counts, Harold Rogue Jesse Newton and Paulo Freire.

Social reconstructionists argue that since all leaders are products of schools, schools should provide a curriculum that fosters their development into critical individuals and problem solvers capable of correcting emerging social problems such as racism, pollution, homelessness, poverty, and violence. They demonstrated believe in the power of democracy to change society for the better and advocated for a curriculum which demonstrate “democratic ideals” and emphasizes “civic education”. They also advocated that students should be provided with opportunities to engage in learning opportunities which would provide them with first-hand experiences to study social problems and controversial issues as well as create a safe and democratic environment where lessons and topics can be discussed, debated and all students’ voices heard. (Webb et.al, 2010:87). This is believed to be achievable via promotion of critical literacy/thinking skills where students are challenged to think critically by reflecting on inequities found in society and exploring them. According to Brameld (2003) education has the responsibility to mould human beings into a cohesive and compassionate society; thus, he challenged the society to seek for a new social order capable of challenging inequalities such as prejudice, discrimination, and economic exploitation. This was the main thrust of his article titled “*Minority Problems in Public Schools*” published in *The Social Frontier Journal* (1945).

Karl Marx’s ideas on Reconstructionism were properly expressed in his book *Communist Manifesto* (1848) where he explored issues relating to struggles experienced among different social classes and problems of capitalism. According to Marx, the masses (proletariat) have the responsibility of reshaping their destiny and producing a classless society by rising against the oppression from the capitalists (bourgeoisie) (Marx and Engels, 1848).Based on the assumption of the reconstructionists, this paper upholds that to attain sustainable development in Nigerian education, there is a need for the reconstruction of the country’s educational system especially with respect to the security infrastructure. It opined that the provision of a secure and conducive learning environment is a non-negotiable requirement for functional education. Thus, without adequate security network, it would be impossible for teachers to discharge their responsibilities diligently and for learners to fully concentrate on their studies or actualize their potentialities.

An Exposition of Nigerian Security Infrastructure

The Nigerian security infrastructure could be considered a composite of several independent security agencies working together to achieve a common goal in the provision of adequate security for the lives and properties of all citizens. It is made up of both government-controlled and private volunteer agencies all dedicated to maintain the territorial integrity of the country. Taking a cursory glance at Nigerian security system, one would observe an interlink between their modes of operation and similarity in their ranking system. Basically, the security agencies are located under the executive organ of government, therefore, the statutory responsibility of National Security in Nigeria is vested in the President as the chief executive. (Thomas and Aghedo, 2014: 26-27)

According to Fayemi and Olonisakin (2008:245), Nigeria's security sector comprises the following:

- i) The armed forces (army, air force and Navy of approximately 77,000 Personnel)
- ii) The Nigerian police service (of over 360,000 men and women, 37 State police commands, 106 area commands, 925 police divisions and 2,190 police stations)
- iii) Paramilitary bodies including customs and exercise, the Immigration Service, Intelligence services including military intelligence and the State Security Service, Judicial and state service bodies (Judiciary, justice ministry, correctional Service (prison)
- iv) Private security outfits;
- v) Militia groups such as The Odua People's Congress, Bakassi Boys, Hizba Corps;
- vi) Community vigilante groups.

Constitutionally, the armed forces, police and prisons are answerable to the federal government because they are under the Exclusive and legislative list. For example, despite the existence of police commands in the 36 states of the federation as well as the FCT (Abuja), the central decision-making authority over the police rests with the Inspector General of police who is answerable directly to the President (Fayemi and Olonisakin, 2008). However, it is considered quite pathetic that despite the impressive depth of security infrastructure in the country, the Nigerian state has continued to be under severe insecurity threats which have continued to threaten its unity since the transition to Civil rule in 1999. These insecurity threats have emerged from different perpetrators such as militants, assassins, kidnappers, cultists, pirates, extremists and terrorists as well as disputes over resource allocation among various classes of citizens (Aghedo and Osumah, 2014). The recent wave of insecurity is traceable to the Boko Haram terrorist whose actions have directly contributed to the greatest percentage of havocs in the North-eastern part of Nigeria over the past decade. This results from factors like unprofessionalism of the security agencies in handling investigations, personnel shortage, inadequate transportation facilities, unavailability of standard operational devices e. g. arms and ammunitions, poor communication network, insufficient criminal intelligence gathering capacity (Fayemi and Olonisakin, 2008:252).

The Impact of Insecurity on the Nigerian Educational System

Over the years, the Nigerian educational system has continued to be threatened by insecurity and this has really slowed down the pace of development. It is evident that insecurity has disrupted the learning process in many regions of Nigeria hampering the progress of the students. Students as well as instructors are afraid to attend school activities in areas affected by insurgency, kidnapping, banditry and other forms of violence, which has resulted to a

massive loss of instructional time. This has significantly impacted the access to quality education by creating a cycle of underdevelopment in the Nigerian educational system, thereby causing damage to the future of youth in the country. According to Business Day, the United Nations Children's Fund (UNICEF) reported that 11,536 schools have been closed in Nigeria since December 2020 due to insecurity. This report established that over 1.3 million children in Nigeria have their education discontinued by security issues in just two years with several schools closing indefinitely due to risks posed by insecurity. A vivid instance is the activities of the Indigenous People of Biafra (IPOB) in the South-East which perverted education to the extent that students were recently prohibited from taking some of their papers for the West African Senior School Certificate Examination (WASSCE) to comply with the "sit-at-home" order made by the organisation.

It is quite condemnable that the frequent attacks of terrorists have resulted to loss of numerous lives of promising citizens who could have contributed to national development. Citing factual references, it could be identified that on the 6th of July 2013, a mass shooting occurred at the Mamudo Government Secondary Yobe State claiming the lives of 41 students and a teacher. While the pain and anguish of this attack was yet to ebb, another attack was carried out on the 29th of September 2013 in Gujba College in the same state where 44 people were killed. Also, on 25th February, 2014, Federal Government College Buni Yadi, Yobe State was attacked leaving 59 boys dead and the entire 24 halls in the college burnt down. (Daily Post, 2014) Similarly, on 16th January, 2017, two teenage suicide bombers detonated bombs in the University of Maiduguri which killed 4 people including a Professor (Al Jazeera News, 2017) In addition, the wave of insecurity in the Nigerian education system has painted the country a negative light among comity of nations with reports of several parents and student casualties. It is argued that the manifestations of insecurity in Nigeria heightened with the kidnapping of Chibok girls in 2014 which raised global concerns about the commitment of government to security. Since then, the government has invested massive sum towards securing their release. It was established that the attack was orchestrated by Boko Haram on 14 April, 2014 at Government Girls College in Chibok Local Government Area of Borno State where 276 girls who were writing their exams were kidnapped. This incidence received unprecedented publicity and became a global issue as many interest groups emerged calling for the rescue of "our girls". However, while some of these girls have been rescued, about 98 are still in captivity with their fate unknown despite being 9 years. Also, it was reported that in April 2023, about 14 of the rescued girls came back with 24 children from their forced marriage to the terrorists. (Amnesty International, 2023)

Another condemnable occurrence was the kidnap of 111 school girls from the Government Girls Science and Technical College Dapchi, Yobe State on 19 February, 2018 which had a similar scheme with the Chibok abduction. According to eyewitnesses, five girls were crushed to death during the abduction and transport to Boko Haram's camp and were buried in a shallow grave along the way. However, Boko Haram returned the kidnapped Dapchi girls about a month later, (on March 21, 2018) reportedly after negotiations with the Nigerian government but refused to release one girl (Leah Sharibu) because she had refused to convert to Islam. It could be argued that even though most of the girls have been released, this particular case showed failure of the existing security architecture to proactively secure the volatile area as Dapchi which is very close to Chibok in the north-eastern part of Nigeria. (BBC, 2018)

Among the numerous havocs caused by insecurity and insurgency in Nigeria is the reduction in workforce across educational institutions. Since there can be no effective school administration without enough employees to staff the classrooms and provide other academic functions, many schools have been deserted with tutors fleeing for safety of their family particularly in the North. It has been reported that a large number of lecturers have quit their jobs and the result of this widespread exodus of teachers is shortage of academic staff which correspondingly impact negatively on educational standard in the area. The 2018 UNESCO Global Education Monitoring Report (GEM) reported that 19,000 teachers were evacuated in the North, about 70 lecturers left, some dead and many still being held hostage by Boko Haram. (PM News, 2017)

According to *The Cable News* (2014), citing the United Nations Educational, Scientific, and Cultural Organization (UNESCO);

Boko Haram has reportedly killed 2,300 teachers in Nigeria's northeast since 2009. Similarly, due to the continuous news of insurgency several experienced teachers have migrated to other countries and continents in search for peace, educational stability, and greener pasture and this poses a "brain-drain" threat to the country. The consequences of this new trend are devastating as the students will receive subpar education, keeping the development rate of the country at a regressive pace.

The high rate of insecurity has also resulted in lower enrolment rates in schools, most especially in the affected areas of the country. Many parents are hesitant to expose their children to the hazards associated with attending school which has over time resulted to an increase in the number of out-of-school children. Researches revealed that the attacks in northeastern Nigeria between 2009 and 2015 resulted in the destruction of more than 910 schools and the closure of at least 1,500 others (Human Rights Watch, 2016). Similarly, UNESCO revealed that as at 2022, the population of out-of-school children in sub-Saharan Africa has grown tremendously, with Nigeria having about 20 million of them. It is remarkable that with fewer children attending schools, the country risks losing a generation of youth disadvantaged in education and unable to gain meaningful employment. In the developed countries, the impact of security cannot be overemphasized in the educational sector as it ensures the safety of the parties involved. This, undoubtedly, makes the region conducive for learning and teaching since they are devoid of fear and intimidation.

In addition to attacking education, one can argue that insecurity results to promotion of gender gap in the country. Most Boko Haram attacks are reportedly targeted at female students and this has long range effects compared to males. It was estimated that approximately 600 women and girls have been abducted from their schools with some reportedly forcefully converted, subjected to forced marriage and other forms of sexual and gender-based violence. Several others were reportedly held in prison-like conditions, where they were repeatedly used as sexual objects or domestic servants to wives and families of insurgents. Also, some of them were reportedly forced to participate in or aid Boko Haram attacks as suicide bombers. The United Nations (UN) reported that in 2017, 115 children (38 boys and 77 girls) were used as human bombs with many of child suicide bombers abducted victims. Nonetheless, the effects of terrorism could be extended to psychological traumas

which could be lifelong such as stigma associated with victims of sexual violence or people exposed to sexually transmitted infections (STIs).

Furthermore, recurring security breaches have resulted to massive infrastructure destruction; numerous school infrastructures have been damaged (including classrooms, administrative buildings, ICT facilities, and furniture) in the northern region. According to a 2016 study from Human Right Watch, (cited by Oluyomi and Grace (2016), Boko Haram has damaged roughly 1,000 schools. Out of 260 school locations covered by the study, the Education Needs Assessment (ENA) discovered that 28% had been damaged by gunfire, shelling, or shrapnel, 20% had been set on fire intentionally, 32% had been looted, and 29% had armed groups or military in the area.

Another threat to security in Nigeria's educational institutions is cultism; it cannot be overemphasized that cultism is a major problem facing universities, colleges and secondary schools in many parts of the country. Most cult groups use violence to achieve their aims and these actions usually have devastating consequences on the school system such as disruption of learning activities, destruction of facilities, sexual abuse, psychological trauma, victimization of students as well as destruction of lives of promising individuals. These cults also pose security threats as they constitute beds for cultivating potential criminals, assassins and political thugs. Notable instances of cult clashes include the January 2011 clash between 'Eiye Confraternity' and 'Black Axe' in Benin city, (which left about 26 persons dead) and its repeat in 2013, which claimed 20 lives. (This Day Editorial, 2023) Another instance is the September 18, 2023 clash between 'Eiye Confraternity' and 'Aiye Confraternity' in Sagamu, Ogun State which resulted to loss of about 20 lives (The Guardian, 2023). It could be argued that the most prominent causes of these cult clashes are supremacy battle between rival groups on how to share proceedings from their illegal activities, fights over female students or reprisal attacks over attacks on fellow members.

Promoting Sustainable Development in Nigeria via Education and Revamped Security

Since it is no more news that Nigeria is facing numerous challenges across various sectors, it is believed that there is a need for improvement in the education sector as the core determinant of development. First and foremost, it is identified that there is a need to strengthen the security infrastructures across all educational institutions by providing competent security operatives capable of repelling insecurity threats and guaranteeing safety of all citizens and their properties. In addition, it has been identified that stake holders in the education sector such as school proprietors, parents, administrators, teachers and security experts should ensure some school level interventions measures are initiated to ensure safety in schools. Fleet (2015) identified that proprietors of schools should be engaged with reinforcement of school infrastructural facilities to thwart attacks or any form of abductions directed at schools such as provision of boundary walls, installation of barbed wire, provision of armed guards, provision of security awareness training for all staff members as well as enhancement of an effective school security plan and response system for emergencies. Onyechere (2014) also suggested the provision of an emergency response team and command system, conduct of regular drills to ensure an effective and efficient operational system, implementation of policies relating to safety and security, provision of adequate and functional security equipment, ensuring effective communication with parents and security agencies, conducting adequate background checks for all categories of staff before employment, provision of

accurate records of staff and students, providing regular safety and security awareness training for staff and students. Also, teachers and other support staff members must be made to realize that security remains a collective responsibility of all and they have greater roles to play in contributing to the safety and security of schools. Olorunda (2020) also contends that security education should be properly incorporated and implemented across all levels of education in Nigeria in order to raise awareness among students on the importance of an effective security network. Also, learners should be properly exposed to proper knowledge of Civic Education to promote tolerance and effective relations among all classes of citizens and prevent crises. Onyebu (2013) opined that since Nigeria is a multi-cultural society, there is a need for an education which promotes a sense of patriotism, consciousness, socio-cultural integration and unity among citizens.

In order to tackle the menace of cultism, Comfort et al (2023) opined that the government should employ intelligence agents to find and expel cultists and criminals from schools as well as build a database of students who have been expelled from their schools to prevent them from transcending to other institutions to continue their adventures. Also, school authorities must provide a safe and conducive learning environment that is free from fear and intimidation through proper enforcement of rules and regulations that prohibit cultism and prescribe severe sanctions for defaulters. Institutions could also establish counseling and support services that are sensitive to the needs of students, including those who may be at risk of joining cult groups. Likewise, there is need for effective collaboration between school authorities, parents, community leaders, security agencies and other stakeholders to promote a culture of peace, respect for law and order, and healthy competition among students can also suppress the burden of cultism and insecurity in schools. Similarly, it is necessary that government should concentrate massive efforts on fighting insurgency, rehabilitating and reintegrating individuals who have been coerced or influenced by insurgent groups. This would help secure information on their modes of operation and impending plans and help strengthen the security situation.

In addition, there is a need to incorporate Information and Communication Technology (ICT) into the school curriculum and security operations in the country. Edojah (2021) opined that ICT should be deemed foundational education and made mandatory from the primary school to prepare citizens for the future. Beyond information dissemination, ICT can significantly contribute to lowering insecurity in Nigeria by detecting, analyzing and identifying citizens' activities, interaction and movement as opposed to traditional ways of combating insurgency. Nigeria has recently demonstrated her readiness to combat insecurity with ICT with the introduction of technological tools such as the Automated Fingerprint Information System (AFIS) for examination (e. g. UTME registration), Bi-modal Voters Accreditation System (BIVAS) for election activities and Bank Verification Number (BVN) for financial transaction. Also, the Closed-circuit television (CCTV) cameras which are often used to spot criminal activities in developed countries have been introduced to some parts of Nigeria. Proper usage of such appliances can act as a deterrent for potential intruders, vandals, or trespassers since it allows for continuous monitoring of areas within the school premises, including entrances, hallways, parking lots, and other sensitive areas. Based on this, it could be argued that if proper security measures are provided and surveillance activities are complemented by law enforcement agents, the rate of insecurity crises would be lessened.

Conclusion

In conclusion, insecurity in Nigeria has deeply impacted negatively on the educational system, hampering its growth and development. The disruption of learning, inadequate infrastructure, declining enrollment rates and brain drain all resulting from security breaches contribute to the overall decline in educational standards. Addressing insecurity in the country is therefore crucial for the revitalisation of the educational sector and promoting overall development. Thus, by prioritising the safety of students and teachers, investing in infrastructure and implementing comprehensive security strategies, Nigeria would be able to rebuild its educational system, provide quality education for all citizens, unlock its human capital potential and foster sustainable development.

Recommendations

Based on the discussions in the research, it is recommended that the government should increase the presence of security forces deployed to schools located to insecure and volatile areas to prevent attacks on schools and reduce the likelihood of abduction. Similarly, there should be proper implementation of security education in the curriculum to enable proper orientation of students to become security conscious. Teachers and students should be properly trained on safety and security issues to raise the awareness of potential threats and help them identify and respond to security breaches. In addition, educational institutions should invest in and improve physical infrastructure, including the construction of fences, gates and added security features, such as alarms, CCTV cameras and metal detectors. This will help to deter would-be attackers and reduce incidents of violence and terrorism. The Federal Government should develop and successfully carry out programs and policies that can address the root causes of insecurity such as illiteracy, poverty, unemployment, lack of infrastructure, uneven development among others. In addition, it is recommended that all stakeholders in the education industry should form a more lasting synergy to guarantee adequate funding of the system with more priority given to provision of security apparatus and implementation of a more reliable security programmes.

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