

CHALLENGES OF INSECURITY IN NIGERIAN TERTIARY INSTITUTIONS: THE CASE OF UNIVERSITY OF JOS

Ladi Adini Dimka

*Department of General Studies Education,
Federal College of Education, Pankshin,
Plateau State.*

Abstract

The paper examined the role of peace in higher institutions as a key to overcome the challenges of insecurity in Nigerian higher institutions. The Concepts of Peace, security, insecurity, challenge and education were also discussed. Factors responsible for insecurity in the University of Jos, such as lack of funds, lack of political will, unemployment, lack of social amenities among others were discussed in the paper. The impact of crises on educational achievement of the learner and the ways insecurity can be tackled in tertiary institutions were discussed. From the forgoing, it is very clear and necessary for the higher institutions to be conscious of their environment. The security units of university of Jos should be well equipped and funded to make them more effective for any security challenge in the future well as students should adhere to the rules and regulations governing the public service.

Keywords: Peace, Security, insecurity, challenge and education

Peace makes all things possible and without it life will be meaningless. Institutions of higher learning in Nigeria and globally have been faced with many challenges in the course of their duties.

The most serious challenge facing them is insecurity which seems not to be ending in the near future in higher institutions. This has led to war times in the institutions resulting in little or no economic investment. Lack of peace brings general destruction, profound insecurity, intimidation and fear which can lead to closure of schools which can stop educational activities for a complete session. Nigerian Institutions that have faced insecurity have experienced many setbacks in terms of academic growth and infrastructural destruction. To put this paper in the right

perspective, the paper addressed the following: concept of peace, security, insecurity, challenge and education.

Definitions of Terms:

Peace: Peace is a state of harmony where there are no violence and conflicts mail as cited in Pali, &Wankir (2015) pointed out six different meanings of peace to include: Absence of war (absence of direct violence) justice and development (no structural violence) Respect and tolerance between people. Harmony Tranquillity or inner peace (spiritual peace).Wholeness and being whole (being complete).

Security: The concept of security has no universal definition. It is a condition or feeling or safety from danger or harm, the defence, protection of Core values and the absence of threats to acquire values. This shows that when there is security, objectives of higher institutions and the nation as well as peoples' desires will be achieved. Security involves activities in protecting a nation, building a person against attack or danger.

Insecurity: This is a state of not having confident in oneself or relationships with other people. This shows lack of safety from danger and harm. The people are always in fear that nothing could be done for the development of the institution, the nation and the larger society.

Education: This is a process of teaching, training and learning, especially in schools or college to improve knowledge and develop skills. Education, according to Nwosu & Kukwi as cited in Nwosu (2016) is the acquisition of knowledge, skills, habits and attitudes of positive values which make an individual function effectively in his/her environment. They further explained that if the knowledge, skills and habits acquired by an individual through education are not used positively in his/her environment, such an individual cannot be referred as an educated person.

However, no society can make appreciable progress socially, economically, politically and educationally without operating under peaceful secured atmosphere. This paper will deal with the causes, impact and the way forward of insecurity in higher institutions.

Challenge: This is a difficult task that tests the ability and skill that cannot be achieved until good steps are taken to prevent or stop it from happening.

Factors Responsible for Insecurity in Higher Institutions:

The security of Nigerian higher institutions is threatened by many factors. A few that seem obvious for discussion in this paper are as follows:

Ignorance: The security network of the society is affected by acts of vandalism caused by those who are illiterate and do not understand that living in peace is the only thing that can help a society progress. Statistics by the United Nation Children Education Fund (UNICEF, (2015) shows that Nigeria has more than 10 million out of school children of which 65% of them live in northern part of Nigeria.

Lack of accountability: Most of our higher institutions administrators are not hold accountable for their deeds while in power. That is why whoever is appointed as administrator embezzles fund excessively because he/she knows that even after him /her tenure he/she would not be held responsible. They will not be called upon to account for what they have done. This has made our educational achievements backward.

Lack of political will: Nigerian leaders since inception of independence, do not have the political will or ability to translate into practical reality the noble objectives of education as expressed in the National policy on education (N.P.E); that is, the acquisition of appropriate skills and the development of the higher institutions and the larger Society. Lack of appropriate skills, has led to many crises in the higher institutions of the educational system.

Inadequate Funds: The Tell magazine as sited in Abdul-Salam Abdul- (2015) posits that the education industry suffers greatly from inadequate Funds. For instance UNESCO (2010) cited in FGN (2014) recommends that every country of the world should reserve 26 percent of its annual budget for education. Nigeria has never met that demand, which has led to many crises in higher institutions of learning resulting in lack of sufficient hostels, libraries, laboratories, lecture halls, insufficient lecturers, just to mention but a few.

Unemployment: The type of education that Nigerian educational system inherited from the colonial masters was based on white collar job seekers while in actual fact, the job is nowhere to be seen/found. Thus, Osagie (2012) cited in Nwosu (2016), cautioned that we are also a nation that produces a fertile ground for criminals and crime to fester. This is because on yearly basis graduates possibility of employment is very bleak. Since, they are frustrated, depressed, they have become devil's workshop that can be used by terrorists group like the Boko-Haram, armed robbery among others to destroy structures and properties, kidnapping and killing of human beings as wild animals in the institutions as well as in the society. This is a trend which exposes the nation to dangers of social vices.

Availability of Hard Drugs: There are many drugs that are sold to students in campuses especially in the University of Jos. Drugs like cocaine, marijuana, heroin

among others are available to students through the sellers and the students take them in order to (Feelhigh) to do what they want anytime and anywhere. The drugs have their long term effects on the users and the general public. Nwosu (2016) opined that hard drugs victims cannot achieve their goals in school, as well as the aims of the higher educational objectives in the nation.

Lack of staff motivation: This is another phenomenon that most staff of higher institutions are facing. The population of students are above the normal ratio recommended by the minimum standard set by the regulatory bodies. Staff have no time for research work as well as time to rest for their health. This is another challenge of higher education because there is no time for quality education since staff are over loaded with work and are not motivated to put in their best. Motivation is good to raise the standard of education in this nation.

Examples of crisis/challenges of University of Jos are as follows:

Like other universities in the world University of Jos has faced some crisis that militated against the achievement of its goals/objectives. Shortage of accommodation in the University of Jos has made the institution to be affected with any crisis in the city of Jos. For example, 7th September, 2001. There was a religion crisis between Christians/Hausa-Fulani over a woman who had disagreement with Muslim who were observing Friday prayers along.

Congo Russia area in Jos with about 100 casualties, which some were students of Unijos. The students of Unijos are found all over the streets, so they became victims of circumstances as they were going to the school or going back to their respective places of accommodation in the city.

On 29th October, 2015, University of Jos went on indefinite strike which led to suspension of academic activities. The strike was as a result of lack of motivation to staff/welfare. Idegu, (2015).

In November, 2015, there was a riot over lack of facilities and fee bike. The students union wanted the management to stop yearly development levy, ICT fee, because according to students, they were not enjoying the facilities.

Other reasons were: late registration fee, acceptance fee for new students, hostel accommodation to be reduced.

The riot led to destruction of properties. The destruction forced the management to shut down the University when the school was reopened, the students were charged to pay the sum of six Thousand (N6, 000) each for the damage done to the school. This was a burden to parents as well as time of graduation was increased for the lost period on strike. www.unijos.edu.ng.

Burning of the library complex of the University of Jos, Naraguta complex in 2016. This was another incidence of destruction of properties, especially the structure, facilities, books and results of students' examination scripts as well as processed

result of 2015/2016 academic session were all burnt by fire Alfa, (2016). This is just to mention a few out of many crisis in the University of Jos.

Effects of Insecurity on Educational Achievement of Higher Institution

Having noted that the importance of peace cannot be overemphasized in higher institutions of learning and the nation at large. It is important to note further that insecurity has been an impediment to achieving the goals and objectives of higher institutions. Effective education cannot be achieved in situations where crises, have become incessant in our societies which in most cases have forced students or learners out of school. Good and experienced lecturers will prefer to be transferred to another school where their safety will be secured.

Learning materials are always destroyed during crises, and the countries that provided such supports will be reluctant to provide such support to conflict areas considering the high risks. It is the learner, that turns out to be at the receiving end.

Higher institutions and places of learning are often explicit targets during periods of crises in most parts of the world, including Nigeria. In line with this submission, UNESCO (2010) again reports that education has been attacked in at least 31 countries in Africa, Asia, Europe and Latin America over the past years.

The learners will not be totally focus on their studies as they will not have peace of mind. They will always be in fears in schools with the menace. Evidence shows that deviant behavioural traits are on the increase in the country generally, and in the higher education system specifically. For example Alhaji Shehu Shagari, the Nation's civilian president from 1979-1983 expressed concern over the growing incidence of criminality and corruption in Nigeria. He lamented that the country was steadily yielding to the pressures of crime and its hidden perpetrator; *The Standard Newspapers*, (27th Nov. 2009).

Conclusion

From the discussion so far, the paper have firmly re-established some of the major challenges of the higher education in Nigerian tertiary institutions. These challenges have made the goals/objectives of higher institutions not to be realised. The nation has been in shambles in terms of political, economic growth or educational, educated people need to wake up to their responsibilities. Learning needs to be productive, pragmatic and activity based method of teaching at all levels of educational system. This will help to solve the problem of unemployment, if skills and peace education are taught right from primary to tertiary levels. Then, the challenges of insecurity in our higher institutions will be talk of the past.

Recommendations

Based on the issues discussed in this paper, the following recommendations were made, that if adhere to by the Government, students and the public, insecurity in higher education will soon be a thing of the past in Nigerian schools and in Africa as a whole.

1. The nation's school curriculum should be revisited in order to meet the present societal needs and that of the graduates. To do this, there should be skill acquisition programmes in all tiers of education, primary, secondary and tertiary to include tailoring, carpentry, painting, bakery just to mention a few to take care of unemployment issues in the country.
2. The government and individuals should try and pay particular attention to generating jobs to improve incomes by educating students and the public on the importance of entrepreneurship instead of depending on government for job opportunities.
3. The security units of institutions should be well equipped and funded to make them more effective in the future.
4. Peace education should also be inculcated in the Nigerian schools from primary to tertiary institutions. This is because not all tiers of educational system are teaching peace education as proposed by UNICEF (2015). Which will help Nigerians to be tolerance and adhere to norms and values of the society to help prevent insecurity in higher education.

References

- Abdul-Salam Abdul, G.E (2015). The role of Education in the Nigerian democratic process, in *Nigerian Journal of Social Studies and Civic Education (JSSCE)* vol. 8 (1) p. 76-79
- Alfa, S. (2016). Fire Guts Unijos Library. News Publication of University of Jos.
- Federal Republic of Nigeria (2014). *National Policy on Education* (Revised). Abuja. NERDC Press.
- Fyenis, B.G (2010). An Assessment of the factors responsible for violence in Nigeria democratic society: Implication for Christian Religion. In a *Journal of Educational Research and Development* 5(2), 73-82.
- Ideg, Y.A. (2015). UnijosBogged down by incessant crisis. www.unijos.edu.ng.
- Ilogu, C. (2012). *Tackling the Challenge of Manpower*, *TELLMagazine* September 10, p. 27

Challenges of Insecurity in Nigerian Tertiary Institutions: The Case of University of Jos –
Ladi Adini Dimka

Mail, H (2006). *What do Peace Studies Contribute Distractively in the Study of Peace*. Paper presented at Bisa conference, Bradford December 3rd 2000.

Newsnigeriaonline.com.keyword.unijos

Nwosu, P.N (2016) *Education, Democracy and Challenge of Insurgency in Nigeria. A lead paper presented at the joint schools of education F.C.E Pankshin on 23rd-27th May.*

Pali, V.N, Wankir, S.S (2015). Christian religious education in secondary school. A tool for promotion of peace and good morals in Nigeria, in *A journal of contemporary Educational Thoughts*. 3 (1), 88-94

The global monitoring reports (2011) *Its Hidden Crisis; Armed conflict and education*. Paris UNESCO <http://hveblerblogspot.com/2011/03gmr.htm/>

The Standard Newspapers, Jos (27 November, 2009). Think piece prepared for the education for all global monitoring report 2011.

UNESCO (2010). *The Quantitative Impact of Conflict on Education*. UNESCO institute for statistics.