Impact of Insecurity on Student Academic Performance and Staff Job Performance in Tertiary Institutions in Nigeria

Jae Talatu[1]
Faculty of Education, Department of Administration and Planning, Taraba State University, Jalingo, Nigeria
Email: talatudalhatu220@gmail.com

Talatu Jimuh
Faculty of Education, Department of Administration and Planning, Taraba State University, Jalingo, Nigeria
Email: talatu790@gmail.com

Abstract

The paper is a review study and focuses on assessing the impact of insecurity on students' academic performance and academic staff job performance in tertiary institutions in Nigeria. Secondary data were collected from online publications and print materials. The study discovered that insecurity affected the student's academic performance and staff job performance in tertiary institutions in Nigeria. Based on these findings, the paper hereby recommends that the government at every level should address all issues fueling insecurity challenges in Nigeria and ensure higher institutions in Nigeria are secure and safe for teaching and learning. The government should invest in higher institutions' securities across the country.

Keywords: Insecurity, Students' Academic performance, staff Job performance, Tertiary institutions

Introduction:

No nation can develop when there is a high level of insecurity in society. The far-reaching effects of insecurity are evident in most communities in Nigeria; they are less developed and backward. This is because insecurity in recent times has been one of the major issues bedevilling the majority of Nigerian communities. The 2014 Global Report on Security indicated that Nigeria is one of the most crime-ravaging countries in the world. The report rated Nigeria high on the following critical variables: unlawful possession of arms, forgery, receiving stolen properties, false pretence, burglary, theft, Boko Haram, armed robbery, kidnapping, attempted murder cases, manslaughter etc. (Adams et al., 2021). Muhammed, & Ogunode (2022) noted that the insecurity in Nigeria has affected educational institutions leading to school closure, the destruction of infrastructure facilities and the death of many students and teachers. Insecurity continues to threaten the basic school, secondary schools and higher education in Nigeria to the extent that university managers, lecturers and students have all suffered from the insecurity problem in the country (Ogunode et al., 2021b; Ogunode et al., 2021a; Wilson, 2019).

Tertiary institutions in Nigeria appear to be among the educational institutions that are facing the problem of insecurity in Nigeria. There have been reports of tertiary institutions being

---

[1] Corresponding author

attacked by terrorists, bandits and Boko Haram members in Nigeria. For instance, in May 2021, 16 students of Greenfield University were snatched from their school in Kaduna. It took more than two months, the deaths of five of them and millions of ransom for the last student to be released. In July 2021, about 53 students of Bethel Baptist High School in Kaduna were stolen from their school and held for months. The Nigerian Baptist Convention had to spend about N250 million to secure the release of the students. In 2021, the University of Abuja located around the Gwagwalada area council of the Federal Capital Territory (FCT) came to another attack, a day after bandits invaded the higher institution of learning and kidnapped lecturers and children. On January 10, 2022, suspected members of the terrorist group Boko Haram attacked the Nigerian Army University (Ogunode et al., 2021d). On 2 Apr 2023 — armed bandits abducted two female students at the Federal University Gusau (FUGUS) in Zamfara State (ibid). It is based on this that this study aimed to assess the impact of insecurity on students' academic performance and staff job performance in tertiary institutions in Nigeria.

Objectives of the Study:

The purpose of this study is to assess the impact of insecurity on students' academic performance and academic staff job performance in tertiary institutions in Nigeria. Specifically, the study is narrowed to;

i.   Find out the impact of impact of insecurity on students' academic performance in tertiary institutions; and
ii. Examine the impact of insecurity on academic staff job performance in tertiary institutions.

Research Questions:

To guide this study, the following research questions were formulated;

i.   What is the impact of insecurity on students' academic performance in tertiary institutions?; and
ii. What is the impact of insecurity on academic staff job performance in tertiary institutions?

Literature Review:

Tertiary Institutions

Tertiary education is defined by the FRN (2013) as the education given after Post Basic Education in institutions such as Universities and Inter-University Centres such as the Nigeria French Language Village, Nigeria Arabic Language Village, National Institute of Nigerian Languages, institutions such as Innovation Enterprise Institutions (IEIs), and Colleges of Education, Monotechnics, Polytechnics, and other specialized institutions such as Colleges of Agriculture, Schools of Health and Technology and the National Teachers' Institutes (NTI). Tertiary education is the final stage of education that handles the production of manpower for the social, economic and technological development of a country. Tertiary education is an organized education that deals with intensive teaching, research and provision of community services (Akin-Ibidiran et al., 2022). Tertiary education or higher education covers a wider range of higher learning institutions including the university. These higher learning institutions could be organized

in different ways, commonly within a university and in a separate institution as university and other tertiary learning institutions (Alemu, 2018).

The goals of tertiary education according to the FRN (2013), shall be to: contribute to national development through high-level manpower training; provide accessible and affordable quality learning opportunities in formal and informal education in response to the needs and interests of all Nigerians; provide high-quality career counselling and lifelong learning program that prepare students with the knowledge and skills for self-reliance and the world of work; reduce skill shortages through the production of skilled manpower relevant to the needs of the labour market; promote and encourage scholarship, entrepreneurship and community service; forge and cement national unity; and promote national and international understanding and interaction. Insecurity is a major problem that can hamper the development of tertiary institutions and militate against the realization of their objectives. Nigerian Tertiary Educational Institutions or higher education were set up to provide quality education and to bring about the overall development of the society at local and global scales. Statistics have shown that many Nigerian tertiary institutions and educational institutions are finding it increasingly difficult to achieve these set-out goals as a result of the high level of insecurity in the country (Onifode, et al., 2013; Omede & Omede, 2015; Solomon & Solomon, 2021).

Insecurity:

Eme (2011) described insecurity as a breach of peace and security whether historical, ethnic, religious, civil, political or psychological that has contributed to prevalent conflicts the country has witnessed over the years, resulting in war and destruction and loss of lives and properties, in which the education sector has not been left untouched. Ogunode & Adanna (2022) defined insecurity as the state or event that puts an individual or institution into fear and threat and makes the individual or institution unable to carry out any meaningful work. Olamosu (2000), 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 a critical dimension to the extent that the survival or existence of the social system or structure is threatened. Best (2006), defined insecurity as a degenerated stage of conflict, threats to human security, intense violence characterized by fighting, death, injury, etc.. Insecurity globally affected tertiary institutions' administration by causing unstable academic programmes (Wale & Temitope, 2019).

Factors responsible for insecurity in Nigeria according to Ogunode et al. (2021a) include; unemployment, poverty, illiteracy, marginalization, political factors, international influence, communal crisis etc.

Educational institutions are the most affected institutions in recants times. Nnamdi (2021) and Ogunode et al. (2021a) outlined reasons why educational institutions have been attacked by insurgents. For one, schools are soft targets. They often have weak security, with few or no fences, and guards are few and poorly trained. State and Federal security forces are unlikely to be an impediment, as they are stretched woefully across the length and breadth of the country. Secondly, mass abductions of children is an issue that requires 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, 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.

Academic Staff:

Academic staff also known as faculty members are key components of higher institutions, especially the universities. The academic staff as the name implies are professionals who handle the teaching, and research programmes of the higher institutions and also perform other academic services. The role of academic staff in the development of higher institutions cannot be underestimated, because the academic staff are the implementers of instruction in educational institutions. Academic staff are professional personnel in charge of teaching or lecturing in higher institutions. The Academic staff members are the teaching staff of the tertiary institutions. They are called lecturers. They are involved in three major functions in the institutions which are teaching and researching and community services. They are categorized into Graduate Assistant, Assistant Lecturer, Lecturer II, Lecturer I, senior Lecturer, Associate Professor/Reader and Professors. Academic staff are critical determiners in the attainment of higher education goals. Without them, the goals of higher education in the country cannot be achieved (Ogunode et al., 2020b). The job performance of academic staff is very important to the development of tertiary institutions

Academic Staff job performance:

Academic staff performance is a performance result that can be achieved by a person or group in an organization quantitatively (Robbins & Judge, 2017; Ogunode & Ayeni, 2023). All activities carried out to improve higher education are a method of performance. Ogunode et al. (2023) academic staff job performance is the total performance of teaching, researching and community services responsibilities an academic staff as carried out and still carrying in the institutions that are employed at a particular time. Academic staff job performance is the general record of tasks carried out by academic staff to be compared to the assigned responsibilities and functions given to them.

Academic staff cardinal functions include; teaching, research and provision of community service. On teaching, Ogunode & Ndayebom (2022) tertiary institutions are institutions saddled with responsibilities of character building and behaviour modifications. It is expected of every tertiary institution graduate to have acquired a positive best acceptable societal value that is gender friendly which is regarded as international best practices. The teaching programme is the first cardinal programme of tertiary institutions. It deals with the impartation of knowledge and behavioural change. Academic staff are saddled with the implementation of the teaching programme in tertiary institutions and the teaching programme includes the presentation of lectures, supervision of projects, marking of students' scripts, preparation of students' results, assigning of assignments to students and mentorship (Ogunode & Ukozor, 2023).

In research, Ogunode & Ade (2023), Ogunode et al. (2020a) and Paul (2015) observed that the three cardinal programmes of the universities are teaching programme, research programme and community services. The research programme is the second cardinal programme of the universities. It is one of the most important criteria used for measuring the performance of universities. The research programme of the universities aims to aid the social, economic and technological advancement of the country (Yusuf, 2012).

On community services, Ogunode et al. (2022a) noted that the community service programme is the third cardinal programme of tertiary institutions. A community service programme is an organized and planned service programme of higher institutions for the benefit and betterment of their host community. Community service programmes of higher institutions are community-inclined services initiated by the institutions to develop the communities. Community services of higher institutions are services provided by institutions to benefit the community people. Community services programmes are done near the area where the institutions are located so that the host community can enjoy the benefits of the institutions. The job performance of academic staff also targets how to improve students' academic performance in tertiary institutions.

Student Academic Performance:

Ijaiya (2004) asserted that student academic performance refers to the standard that students should be able to know and be able to do. Ogunode & Josiah (2023) defined the academic performance of students as the total learning outcome of the students in the educational institutions which includes the knowledge, social and communication skills and ideas acquired and retained through their course of study.

There are many factors responsible for the poor academic performance of students in educational institutions across Nigeria. Some of the factors include; unqualified teachers, inadequate teachers, poor motivation, inadequate infrastructure facilities, poor supervision, leadership styles, student's health status, socio-economic of parents, poor usage of instructional resources and large class size and poor classroom management practices (Ogunode & Edet, 2023).

Discussion:

Impact of impact of insecurity on students' academic performance in tertiary institutions:
Insecurity in tertiary institutions affects the academic performance of students. This assertion is confirmed by Adams et al. (2021), Akor et al. (2021) and Ahaotu & Ogunode (2021) who stated that insecurity has adverse effects on students learning and Oyebode (2012), Okafor, & Okafor, (2011) and Paul & Igwebuike (2018) ascertained that insecurity in educational institutions and environment affects students learning because it leads to the unstable academic calendar. Ogunode et al. (2021a) noted that insecurity in Nigeria is contributing to poor quality education because school schemes of work and syllabi are not covered in most educational institutions due to schools closing 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. Manga (2019) concluded that insecurity in tertiary institutions has adversely affected the academic and social life of both staff and students on campus. Ahaotu & Ogunode (2021), Ogunode & Kolo (2021), Udoh (2015) and Ekpoh et al. (2020) stressed that insecurity on campus negatively affects the learning processes. It breeds fear and feelings of insecurity amongst students and staff of tertiary institutions and sometimes leads to disruption of the academic calendar. The disruption of learning on the campus threatens the development of the nation because no nation can rise beyond the capacities of its tertiary institutions. Ogunode et al. (2021c) and Mbah et al. (2018) in their study revealed that cult activities influence students' discipline, punctuality and regularity with school programmes and their general academic participation and performance. Ogunode & Chijindu (2022) write that an insecure school environment affects the learning of children. Situations of insecurity trigger

traumatic disorder and toxic stress that affect learning negatively. General school attendance and enrolment are equally affected as parents pull their children out of schools while in some extreme cases, insecurity has led to the closure of schools.

Impact of insecurity on academic staff job performance in tertiary institutions: The job performance of academic staff in the implementation of teaching programmes is affected by the insecurity problems in tertiary institutions. Ohara et al. (2021) noted that the insecurity problem is another major challenge facing the implementation of curriculum studies programmes in tertiary institutions. The teaching programme of the University of Jos was suspended due to the instability that occurred in the city as reported by (Oni, 2016).

In the area of research programme job performance of academic staff, Ogunode et al. (2021c) concluded that attacks on academic staff and higher institutions in Nigeria are disrupting the research programme of the higher institutions and that of academic staff in particular. Also, Obi (2015). Ogunode et al. (2020a) noted that insecurity is a major problem affecting the administration of research programmes in Nigerian public universities. Many research programmes in Nigerian public universities have been put on hold or stopped, especially in the universities in the Northern part of Nigeria because of the insecurity challenges leading to the closure of universities. No lecturer can carry out any research activity in an insecure environment. For meaningful research to take place, the lecturers must feel safe and the environment must be conducive and secure.

In the area of community service job performance of academic staff, Ogunode & Kolo (2021) discovered that the insecurity problem in Nigeria and attacks on tertiary institutions are also affecting the development of community service programmes and their implementation in Nigeria. Ogunode (2020a) observed that insecurity is another problem facing the administration of public universities which includes community services in Nigeria. Musa (2018) noted that the attacks on the University of Maiduguri have led to the suspension of the teaching programme several times. Higher institutions are closed down whenever there is an insecurity problem within the campuses caused by either internal or external actors. Akor et al. (2021), Sabiu & Maruf (2021) and Protect Education Attack (2020) concluded that Nigeria is facing an insecurity challenge and this is affecting the entire educational institutions in the country. The attacks on tertiary institutions in Nigeria and attacks on academic staff across the country are leading to disruption of the academic activities of the institutions.

Discussion of Findings:

The result collected from the various literature reviews on the impact of the impact of insecurity on students' academic performance in tertiary institutions revealed that insecurity affected the academic performance of students in tertiary institutions. This finding is in agreement with the discovery by Ogunode & Ndubuisi (2021), Ogunode & Adegboyega (2021), Nwobodo & Udenbunu (2017) and Ojukwu (2017) that concluded that insecurity has implications for students' academic performance in schools. Insecurity has led to learning loss, unstable students learning plans, disruption of learning programmes, suspension of internal and external examinations and suspension of excursion programmes which resulted in poor academic performance according to Ogunode, Umeora & Olatunde-Aiyedun (2022b), Ogunode & Chijindu (2022) and Ogunode & Ukozor (2022b).

Data obtained from the discussion on the impact of insecurity on academic staff job performance in tertiary institutions disclosed that insecurity impacted negatively on the job

performance of academic staff of tertiary institutions. The study specifically revealed that insecurity affected the implementation of teaching programmes, research programmes and community services programmes which are the cardinal functions of academic staff of tertiary institutions. Solomon & Solomon (2021), Manga (2020) and Enang (2019) noted that insecurity creates fear, anxiety, uncertainty, death and disruption of academic activities and programmes etc. These institutions are constantly on fire because of the devilish activities of cult members. Insecurity is a major problem affecting the administration of research programmes in Nigerian public universities.

Many research programmes in Nigerian public universities have been put on hold or stopped, especially in the universities in the Northern part of Nigeria because of the insecurity challenges leading to the close of universities Ogunode, et al. (2021). Ogunode & Ukozor (2022a) noted that research is conducted mostly in the higher institutions' environment to solve problems affecting society. The academic staff is saddled with the responsibility of carrying out research in the universities. Conducting research is one criterion for measuring their performance. Researchers, lecturers and students carrying out different research in the southeast zone have been forced to either suspend the research programme or abandon them because of insecurity problems. Ogunode & Ukozor (2022a) concluded that insecurity affected academic staff job performance in tertiary institutions.

Conclusion:

The study was meant to assess the impact of insecurity on students' academic performance and academic staff job performance in tertiary institutions in Nigeria. The study discovered that insecurity affected the student's academic performance and staff job performance in tertiary institutions in Nigeria.

Recommendations:

Based on these findings, the paper hereby recommends that the government at every level should address all issues fueling insecurity challenges in Nigeria and ensure higher institutions in Nigeria are secure and safe for teaching and learning. The government should invest in higher institutions' securities across the country.

References

Adams, O. T., Adedeji, M. S., Majekodun, O. A., Kehinde, B. R., & Adams, T. A. (2021). The effects of insecurity on school system (secondary schools) in Nigeria. In Ochigbo, Beetseh, and Abubakar ed., *Global Insecurities: Challenges and the ways forward*. 1st ed. Akure: Science and Education Development Inst., Nigeria, (pp. 126- 136).

Ahaotu, G. N., & Ogunode, J. N. (2021). Challenges facing administrators of public higher institutions in Nigeria and the ways forward. *Central Asian Journal of Literature, Philosophy and Culture, 2*(2), 27-40.

Akin-Ibidiran, T. Y., Ogunode, N. J., & Ibidiran, A. (2022). Analysis of factors responsible for poor curriculum implementation in tertiary institutions in Nigeria. *Electronic Research Journal of Social Sciences and Humanities, 4*(5), 1-11.

Akor, A. I., Musa, A., & Ogunode, N. J. (2021). Causes, forms and consequences of insecurity on Nigerian educational system: implications for educational managers. *Middle European Scientific Bulletin, 18*, 262-272.

Alemu, S. K. (2018). Meaning, idea and history of university/higher education in Africa: A brief literature review. *Forum for International Research in Education, 4*(3), 210-22.

Best, S. G. (2006). The method of conflict resolution and transformation in Shedrack Gaya Best (ed) *Introduction to Peace and Conflict Studies in West Africa.* Ibadan: Spectrum Book Ltd.

Ekpoh, U. I., Edet, A. O., & Ukpong, N. N. (2020). Security challenges in universities: Implications for safe school environment. *Journal of Educational and Social Research, 6,* 112-124.

Eme, O. I. (2011), Ethno-religious identities in Nigeria; implications for good governance in Nigeria. *Journals of Social Sciences, 2(*2), 1.

Enang, I. I. (2019). *Strengthening campus internal security against criminalities and unacceptable conduct.* Paper presented at security workshop for Association of Heads of Security of Tertiary institutions at University of Calabar from 26th-28th June 2019.

FRN. (2013). National policy on education. 6th ed. Lagos: Nigerian Educational Research and Development Council.

Ijaiya, N. Y. S. (2004). Agents of examination malpractice in Nigerian public examinations: The strongest links. *Nigerian Journal of Educational Research and Evaluation, 5*(1), 55-62.

Manga, S. D. (2019). Assessment of causes and forms of insecurity in educational institutions in Kebbi state: implications for school administration. *International Journal of Current Research, 11*(10), 7676-7680.

Manga, S. D. (2020). Relationship between adequacy of school security equipment and sustainable development in tertiary educational institutions in Kebbi State, Nigeria: implications for educational managers. *International Scientific Journals, 4*(1).

Mbah, B. A., Egwu, S. O., & Emesini, N. O. (2018*).* Influence of cultism on the school activities of students in Nigerian universities: a focus on Ebonyi State University, Abakaliki-Nigeria. *Middle-East Journal of Scientific Research 26*(8), 753-761.

Muhammed, H., & Ogunode, N. J. (2022). Impact of insecurity on secondary school administration in North-West geo-political, Nigeria. *International Journal on Integrated Education, 5*(3), 9-21.

Musa, K. A. (2018). Insecurity in schools and academic adjustments of students to college life. *Journal of Social Science, 2*(5), 13-20.

Nnamdi, O. (2021). Halting repeated school kidnappings in Nigeria. *Journal of Social Science, 2*(4), 12-20.

Nwobodo, D., & Udenbunu, I. M. (2017). Appraisal of security and safety management in public secondary schools in Enugu State. *Journal of Global Research in Education and Social Science, 9*(4*)*, 204-212.

Obi, C. (2015). Challenges of insecurity and terrorism in Nigeria: Implication for national development. *OIDA International Journal of Sustainable Development*, *8*(2), 11-18.

Ogunode, N. J. & Ade, T, I. (2023). Research programme in public universities in Nigeria. *Best Journal of Innovation in Science, Research and Development, 2*(3), 1-13.

Ogunode, N. J. (2020a). Administration of public universities in Nigeria: Problems and Solutions, *Jurnal Sinestesia*, 10(2), 98-109.

Ogunode, N. J., & Abubakar. (2020). Higher education in Nigeria: Challenges and the ways forward. *Electronic Research Journal of Behavioural Sciences*, *3*, 84-98. https://ssrn.com/abstract=3695914

Ogunode, N. J., & Adanna, C. M. (2022). Impact of insecurity on Early Child Care Development and Education (ECCDE) programme and effective counselling for sustainable development in Nigeria. *Modern Journal of Social Sciences and Humanities, 9*, 11-19.

Ogunode, N. J., & Adegboyega, G. J. (2021). Effects of corruption on the administration of public secondary schools. *International Journal of Development and Public Policy, 1*(7), 12-19.

Ogunode, N. J., & Chijindu, O. E. (2022). Implication of sit-at-home order (insecurity) on basic education in the south-east geo-political zone of Nigeria. *Central Asian Journal of Social Sciences and History, 3*(7), 21-29.

Ogunode, N. J., & Emmanuel, O. A. (2021). Administration of mathematics programmes in primary schools in Nigeria: Challenges and the ways forward. *Electronic Research Journal of Engineering, Computer and Applied Sciences, 2*(2020).

Ogunode, N. J., & Josiah, H. F. (2023). Deployment of instructional materials in basic schools in Nigeria: impact, challenges and implications for decision making by school administrators. *International Journal of Inclusive and Sustainable Education, 2*(1), 118-127.

Ogunode, N. J., & Kolo, F. (2021). Effects of insecurity on basic education in Northern Nigeria. *International Journal of Discoveries and Innovations in Applied Science, 1*(7), 1-8.

Ogunode, N. J., & Ndayebom, A. J. (2022). Problems faced by teaching programmes in Nigerian public tertiary institutions and way forward. *Kresna Social Science and Humanities Research Proceedings of the International Conference on Sustainable Development: Problems, Analysis and Prospects*, (pp. 203-211).

Ogunode, N. J., & Ndubuisi, A. G. (2021). The effects of incessant closure of schools on school administration in northern Nigeria. *International Journal of Innovative Analyses and Emerging Technology, 1*(4), 99-103.

Ogunode, N. J., & Ukozor C. U. (2022a). Insecurity challenges and higher education in Nigeria. *Best Journal of Innovation in Science, Research and Development, 2*(5), 61-78.

Ogunode, N. J., & Ukozor, C. U. (2022b). Implication of insecurity on higher education in the south-east geo-political zone of Nigeria and way forward. *International Journal on Integrated Education, 5*(7), 77-85.

Ogunode, N. J., & Ukozor, C. U. (2023). Curriculum revolution in higher education: The mighty role of artificial intelligence. *Artificial Intelligence, 2*(4), 45-53.

Ogunode, N. J., Ahaotu, G. N., & Obi-Ezenekwe, U. C. (2021b). Effects of insecurity on school administration in Nigeria. *Middle European Scientific Bulletin, 13,* 94-102.

Ogunode, N. J., Godwin, A. N., & Unoaku, O. C. (2021a). Effects of insecurity on school administration in Nigeria. *Middle European Scientific Bulletin, 13*, 23-30.

Ogunode, N. J., Iyabode, A. E., & Olatunde-Aiyedun, T. G. (2022a). Community service programme of Nigerian public tertiary institutions: problems and the way forward. *Spanish Journal of Innovation and Integrity, 5*, 1-9.

Ogunode, N. J., Jegede, D., & Abubakar, M. (2020b). Problems facing academic staff of Nigerian universities and the way forward. *International Journal on Integrated Education, 4*(1), 230-241.

Ogunode, N. J., Jegede, D., Adah, S., Audu, E. I., & Ajape, T. S. (2020a). Administration of research programme in Nigerian public universities: problems and the way forward. *Riwayat: Educational Journal of History and Humanities*, *3*(2), 21-32.

Ogunode, N. J., Kasimu, S., & Ibrahim, I. (2023). Motivation and academic staff of Nigerian universities. *Best Journal of Innovation in Science, Research and Development*, *2*(7), 185-198.

Ogunode, N. J., Ohibime, E. O., Okwelogu, I. S., & Musa, A. (2021c). Deployment of Information Communication Technology (ICT) for effective security management in Nigerian educational system. *Middle European Scientific Bulletin, 19,* 136-146.

Ogunode, N. J., Umeora, M., & Olatunde-Aiyedun, T. G. (2022b). Impact of insecurity on the administration of Post-Basic Education and Career Development (PBECD) in South-East geo-political zone of Nigeria. *Spanish Journal of innovation and integrity, 8,* 56-62.

Ogunode, N., J. Okwelogu, I. S., Enyinnaya, O. &Yahaya, D. (2021d) Academic staff of tertiary institutions in Nigeria and the problem of insecurity. *Middle European Scientific Bulletin, 18,* 206-217.

Ohiare., Udebu, M. F., Ogunode, N. J., & Rauf, O. S. (2021). Implementation of curriculum programme in Nigerian higher institutions: problems and the way forward. *Academici Globe: Inderscience Research,* 2(6), 185-195.

Ojukwu, M.O. (2017). Effect of insecurity of school environment on the academic performance of secondary school students in Imo State. *International Journal of Education & Literacy Studies, 5*(1), 44-50.

Okafor, C. U. & Okafor, J. A. (2011). Secret cults in tertiary institutions in Nigeria, nature and dangers and the way forward. *Journal of Research and Development, 2*(1), 22-26.

Olamosu, B. (2000). *Crisis of Education in Nigeria. Ibadan*: Book Farm Publishers

Omede, J., & Omede, A. A. (2015). Terrorism and insecurity in Nigeria: moral, values and religious education as panaceas. *Journal of Education and Practice, 6*(11), 120- 126.

Oni, J. A. (2016). *Combating security challenges in the university system*. Paper presented at National Conference of Nigerian Universities Professional Administrators CANUPA, 2016.

Onifode., Imhonopl., & Uorim. (2013). Addressing the insecurity challenge in Nigeria: the imperative of moral values and virtue ethics. *Global Journal of Human Social Science Political Science, 13*(2).

Oyebode. (2012). Education and insecurity in Nigeria. Lagos, Nigeria.

Paul, A. J. N., & Igwebuike, F. K. (2018). Security challenges and management strategies in public secondary schools in Aba education zone of Abia State. *Journal of Economics and Environmental Education, 3*(1), 95-104.

Paul, N. (2015). Research in tertiary institutions in Nigeria: issues, challenges and prospects: implication for educational managers. *Journal of Humanities and Social Science, 20*(6), 45-49.

Protect Education Attack. (2020). Global Coalition: Sourced online from GCPEA on 9TH July 2020.

Robbins, S. P., & Judge, T. A. (2017). Organizational behaviour, organizational behaviour. Issue (12), 65-73

Sabiu, M., & Maruf, O. (2021). Education in disarray more than 10,000 schools in the north closed, 400,000 students affected. *Tribune*. https://tribuneonlineng.com/education-in-disarray-more-than-10000-schools-in-the-north-closed-400000-students-affected/

Solomon, A. E., & Solomon, M. (2021). Emerging insecurity challenges and its impact on quality tertiary education in Nigeria: A case study of Delta State University, Abraka and Ambrose Alli University, Ekpoma, Edo State. *International Journal of Research and Innovation in Social Science, 5*(9), 581-587.

Udoh, E. W. (2015). Insecurity in Nigeria: Political, religious and cultural implications. *Journal of Philosophy, Culture and Religion, 5*, 1-7.

Wale, S., & Temitope, R. (2019). Availability and utilization of ICT facilities for enhancing university campus security in south-south, Nigeria. *International Journal of Computer Science and Mathematical Theory, 5*(2), 35-45.

Wilson, E. U. (2019). *Security challenges of attacks on schools in Nigeria: The role of school administrators, staff, parents and students.* https://dx.doi.org/10.2139/ssrn.3456304

Yusuf. A. K. (2012). An appraisal of research in Nigeria's university sector. *JORIND, 10*(2), 98-119.