

The Role of the Academia in Curbing Insecurity in Nigeria: A Study of Niger State Polytechnic, Zungeru

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Abstract

The major aim of this study was to explore the role of high level of education in Niger State Polytechnic, Zungeru in mitigating insecurity menace in Nigeria. A total of 239 sample made up of Part Time and Regular Students responded to a closed-ended structured questionnaire designed for the study. Two research questions and two hypotheses were formulated to guide the study. Means and standard deviations were calculated to answer the research questions and Kendal's Tau-B (T_b) Correlation was used for testing the hypotheses. Major findings revealed factors that constitute high level of education and its challenges that may affect the role of the academia in curbing insecurity to include lack of proper understanding of local and international dimensions of security; prevention of people from being recruited into banditry and insurgency; and inability of the academia to steer society away from poverty, unemployment, disease and violence. Also revealed are inherent challenges in the academia to include unsecured environment, cultism and gangsterism, dwindling level of nationalism and patriotism, lack of national cohesion, non implementation of research findings and overcrowded classes in era of global pandemic like COVID 19 where physical distancing is a social requirement. Based on the findings, it was recommended that government should invest heavily in ICT infrastructures of the academia to enhance technological innovations for curbing security threats as well as ensure effective implementation of research findings from the academia.

Introduction

Security is a quintessential of happiness, progress, peace and development permeating in all spheres of our lives. This made it the most important function of a government. Government in fact emerged for this purpose. One of the fundamental

human rights of the people in any given state is the right to security and this is why it is always provided for in the constitution of most sovereign states. Nigeria is not an exception, thus Section 14 (2) (b) of the Nigerian 1999 constitution states clearly that “the security and welfare of the people shall be the primary purpose of the government”.

Education in Nigeria is an instrument per excellence for effective national development. The national policy on education in Nigeria is predicated on the philosophy of self realisation, better human relationship, and individual and national efficiency, effective citizenship, national consciousness, national unity, as well as social, economic, political, scientific and technological progress. It is therefore pertinent to mention that this lofty philosophy enshrined in the National Policy on Education, 2004 can only be achieved in a secured and serene environment.

Although the problem of insecurity is not new in Nigeria but new forms of violent crimes have become common; these include Boko Haram Bombings, kidnapping by bandits and insurgents which is among the biggest organised crimes spreading from the North Eastern States of Borno and Yobe to the North Western States of Sokoto, Kebbi, Zamfara, Kaduna and gradually spreading down to the North Central States of Plateau, Niger, Benue, Kogi and other parts of the country. We also have militancy in the South South featuring the heinous crimes of pipeline vandalization, Piracy in the Gulf of Guinea, which is partly an outgrowth of the decade-long insurgency in Nigeria’s Niger-Delta region. There are also separatist activities under the umbrella of the proscribed group of the Indigenous People of Biafra (IPOB) in the South Eastern Nigeria currently instigating insurrection in the country in the light of killing security personnel, setting ablaze fundamental institutions of our democracy like INEC, Police Station, Prisons and Immigration Offices. Other forms of insecurities also include communal clashes, cultism, rape, political violence and more etc. Most recent attack that was described by security experts as huge embarrassment was the attack on the Nigerian Defence Academy (NDA) in Kaduna by bandits.

The failure of government in carrying out its fundamental role of protecting lives and properties of the people has made the nation’s fabric a recipe for disaster threatening the human existence of our people. Insecurity in Nigeria is causing developmental challenges such as endemic penury, high rate of unemployment, corruption, low industrial output, unstable and deteriorating exchange rate, high inflation rate, inadequate physical and social infrastructure, large domestic debt, and rising external debt. (Ishaq, 2019)

In the face of these daunting threats, the academia continues to provide scientific education and scholarly solutions to societal problems. The academia has a fundamental responsibility as the bastion of our civilization wherein present and future drivers of our society are moulded and remoulded to proffer scholarly solutions on the new security concepts, patterns and challenges. In this regard, our focus will be delineated to Tertiary Institutions whose goals are clearly enunciated in the country’s national policy on education among other things to include qualitative education in light of high level manpower training; inculcate proper value (moral and ethical values) for the survival of the society; acquire

skills to be self-reliant and useful members of the society; forge and cement national unity among other things. Thereby calling for assessment of the role of Academia in mitigating the menace of insecurity in Nigeria.

Statement of the Problem

While insecurity has become a cog in national development as well as a serious negation of the national policy on education, many academic researches are abound on the challenges of quality education but with little or no emphasis on establishing nexus between the quality of education and insecurity in Nigeria. Accordingly, Asiyai, R.I. (2017), examined the Challenges of Quality in Higher Education in Nigeria in the 21st Century. He defines higher education as post secondary or tertiary education is the education given after secondary education in colleges of education, monotechnics, polytechnics and universities and those institutions offering correspondence courses (Federal Ministry of Education 2004). He established the relationship between quality education and the construction of a knowledge economy and the development of human capitals all over the world. Ojukwu, M.O. (2018) also noted that major stakeholders in Academia such as government, industries, communities, parents, schools even students and many others have been lamenting over the poor quality of Nigerian students in both learning and character suggesting a poor academic performance. His findings showed that factors that could constitute insecurity of the school environment which affect academic performance: smoking of Indian hemp and other hard drugs by students within and outside school premises, students' gangsterism, cult and violent activities which disrupt school activities as well as kidnapping, sexual harassment, rape, becoming bullied by the senior students, students carrying and shooting guns within and outside school premises and finally armed robbery attacks within and around school premises.

Hence, considerable researches have been carried out in establishing the effect of insecurity on academia but little has been established in considering the effect of low quality of education and other challenges abound in the academia on insecurity.

Objectives of the Study

- i. To explore the role of high level of education in Niger State Polytechnic, Zungeru in mitigating the insecurity menace in Nigeria.
- ii. To identify shortcomings and challenges inherent in Niger State Polytechnic, Zungeru that affect tackling insecurity in Nigeria

Research Questions

The following research questions were raised to guide the study.

- i. To what extent has high level of education in Niger State Polytechnic Zungeru served as a panacea to insecurity in Nigeria?
- ii. What are those challenges inherent in Niger State Polytechnic Zungeru that affects curbing insecurity in Nigeria?

Null Hypotheses

Lack of high level education and other challenges in Niger State Polytechnic Zungeru do not significantly affect insecurity in Nigeria.

Ho 1: There is no significant relationship between high level of education and insecurity in Nigeria.

Ho 2: There is no significant relationship between challenges inherent in Niger State Polytechnic Zungeru and insecurity in Nigeria.

Conceptual Understanding of Security/ Insecurity

According to the United Nations Development Programme (UNDP, 1994) human security may be defined to include such chronic threats as hunger, disease and repression. Security means protection from hidden and hurtful disruptions in the patterns of daily life in homes, offices or communities. Security may also be defined as the state of being or making safe secure from danger, etc. Security may also be defined as protection against something that might happen in the future or as the activities involved in protecting a country, a building or persons against threats danger, etc. Essentially, security must be related to the presence of peace, safety, happiness and the protection of human and physical resources or the absence of crisis, threats to human injury among others. The presence of peace could facilitate progress.

For the Commission on Human Security (2003), human security encompasses freedom from want, harm, fear and the freedom to take appropriate actions without any form of hindrance. It is also the assurance of future well being and freedom from threat. From the socio-political perspective scholars averred that security involves the capacity to pursue cherished political and social ambitions. That is, security is socio-political in nature as without security there can be no political stability and consequently social activities will be in chaos.

Quality Education

Article 11 of the World Declaration on Education, (2003) sees quality as a multi-dimensional concept which should encompass all the functions and activities in schools. Such activities of higher educational institutions has been highlighted as teaching, research and scholarship, community service, staffing, students, infrastructures and educational, equipment and the academic environment (World conference on higher education, 1998).

Quality education is that education that is relevant and adapted to the needs of the society (Ndiomu, 1989). Quality in higher education refers to the worth of the inputs into higher education systems, lecturers, instructional facilities and evaluation procedures which translates to the outputs. Majasan, (1998) maintained that quality education is value-loaded arguing that quality education should produced disciplined behaviour, hard work, improved cultural heritage and mutual respect within and outside the school community.

Quality higher education entails that the products of institutions of higher education should be able to perform according to expected standard and compete favourably with their peers in other countries of the world. Hence Akinpelu, (2000)

argued that education without quality can even be more dangerous than no education, stressing that without quality, education has no value.

Challenges Inherent in Higher Education in Nigeria

The Challenges inherent in academia among other things include:

Inadequate funding: Inadequate funding is the most critical challenge that has threatened the attainment of good quality higher education in Nigeria. The problem of inadequate funding of education has been a bane to educational development in the country. Many institutions of higher learning in Nigeria were unable to build lecture halls, students' hostels, equip laboratories and workshops and payment of staff salaries, research grants, allowances and medical bills (Ivara and Mbanefo cited in Asiyai 2005)

Inadequate teaching staff/poor quality of teaching staff: Bamiro, (2012) cited by Asiyai attributed the problem of de-intellectualization of the academia to low quality of staff of some institutions of higher learning in Nigeria. Where there is inadequate teaching staff and poor quality of lecturers, the attainment of good quality in higher education will be difficult.

Poor Implementation of Educational Policy: The poor implementation of the educational policy is responsible for the abysmal low performance of graduates of institutions of higher learning in Nigeria in their world of work and the alarming incidence of examination malpractice. However, several factors could be adduced as inhibitors to smooth implementation of educational policies such as underfunding of education and injudicious utilization of available funds by implementation agencies-vice chancellors, rectors, provosts deans of faculties, heads of department etc. (Asiyai, 2017)

Lack of resources: Quality higher education is dependent on the quality and quantity of human and material resources put in place in institutions of higher learning. The lack of infrastructures such as science laboratories, workshops, students' hostels, libraries and electricity will affect the quality of education.

Lack of information communication technology facilities: Another challenge to quality attainment in higher education in Nigeria is lack of information communication technology facilities in institutions of higher learning. Curriculum content could be enriched through search from the internet by teachers. Through such internet search, information and relevant school practices which are unknown to teachers and students and which cannot be found in textbooks, can easily be downloaded for use. Information and communication technology in education has been continuously linked to higher efficiency, higher productivity and higher educational outcomes, including quality of cognitive, creative, and innovative thinking (Asiyai, 2017).

Frequent labour disputes and closures of universities: A big challenge to quality higher education in Nigeria is the incessant staff union disputes and subsequent closures of the institutions. Asiyai (2005) provided a catalogue of strikes by the Academic Staff Union of Universities (ASUU) and the Senior Staff Association of Nigerian Universities (SSANU) within fourteen years. She revealed that they were too many strikes, some of which lasted up to six months. Asiyai (2006) identified the variables inducing the frequent trade union disputes as poor conditions of service of staff, non-implementation of agreements, lack of autonomy and academic freedom and poor funding. This disruption of academic programmes have obvious effect on quality of education and learning outcomes.

Lack of vibrant staff development programmes: Most institutions of higher learning in Nigeria lack staff development programme for training and re-training of staff. Vibrant staff development programme on a continuous basis will help academics and non-academics to clarify and modify their behaviour, attitude, value, skills and competencies. In this way, they grow and develop in their knowledge and thus become more effective and efficient in the performance of tasks. In addition, Asiyai and Oghuvbu (2009) reported that lack of staff development programmes accounted for the decline in quality of tertiary education in Nigeria.

The Nexus between Academia and Insecurity in Nigeria

Dambazau (2014), while quoting ‘Act 26 of 1948 on the Universal Declaration of Human Rights’ sees education as not only a public good, it is also a human right that is essential for the exercise of all other human rights, especially in promoting individual freedom and empowerment. Zukang cited in Dambazau (2014) links education to acquisition of genuine wealth and happiness whereas lack of it exacerbates one’s level of ignorance and leads to blunders, poverty, unhappiness, and sometimes the commission of crimes. To him, the relationship between lack of education, poverty and poor health conditions diminishes opportunities to social and economic advancement which often leads to criminality. Education is also essential in the military and para-military organizations which include the police that is saddled with the security of the nation.

In addition, Jonathan (2016) stresses the relationship between education, poverty and security, as he pointed that top ten most literate nations in the world are at peace, while almost all of the top 10 least literate nations in the world are in a state of either outright war or high insecurity. Malala also posited that eradicating global terrorism goes beyond proliferation and development of guns and drones, rather spreading quality education across the globe irrespective of regions and culture because “through wars and weapons we can only kill terrorists - but this ideology of terrorism can only be ended through education”, hence, swapping of textbooks and other educational materials for drones and guns (Malala cited in Jayalakshmi, 2014). Malala also submitted that education is key to global security, therefore, there is need for change in policies in every nation of the world to cater holistically for education of every citizen which in turn could enhance tolerance, patience, love for each other, and friendship and harmony in society.

Methodology

Research Design

The study has a descriptive survey design that utilized questionnaires to obtain data from the respondents. This study is regarded as a descriptive survey because the researchers collected data from a large sample of students from Niger State Polytechnic, Zungeru. It described how poor quality of education and other shortcomings in the institution can affect insecurity in our society.

Population of the Study

The targeted population was all the Students of Niger State Polytechnic Zungeru in the two Campuses of Bida and Zungeru, respectively.

Sample and Sampling Technique

Sample was drawn using simple random sampling for the students of the Department of Public Administration, Niger State Polytechnic which has a total number of One thousand, Two Hundred and Thirty Six (1,236) Students for the 2020/2021 session to include Part-Time, Evening and Regular classes of Pre-ND, Pre-HND, National Diploma and Higher National Diploma Students respectively. Therefore, using Krejcie and Morgan table, a total number of Two Hundred and Ninety Seven Students (297) were served with questionnaire conducted on a 4-point Likert-type scale. Options in instrument include: Strongly Agree (SA), 4 points; Agree (A), 3 points; Disagree (D), 2 points; and Strongly Disagree (SD), 1 point.

Instrument for the Collection of Data

The instrument used for the collection of data was a 16 item structured questionnaire entitled “ The Role of Academia in Curbing Insecurity in Nigeria: Section A included demographic questions, section B comprised of questions on High Level of Education as it affects Insecurity C was composed of questions on relationship between insecurity and challenges in the academia.

Validity and Reliability

Its reliability was determined by administering the instrument to 297 students of the Pre-ND, Pre-HND, National Diploma and Higher National Diploma Students respectively. The items on the questionnaire were further guided by some senior colleagues within and outside the department. Normality in data distribution was established using Kolmogorov and Shapiro. The result shows that a Significant level of 0.00 and 0.00 for Kolmogorov and Shapiro respectively is less than the P-value of 0.05 which shows that the sample data is not normally distributed. This therefore informed the adoption of Kendall's Tau-B Correlation Coefficient which is a nonparametric measure of a strength and direction of association between high level of education and insecurity, as well as, challenges in the academia and insecurity.

Administration and Scoring of the Instrument

The instrument was administered to the students directly by the three authors of this paper who are staffers of the department through the assistance of the class rep. of all the targeted classes of Part-Time, Evening and Regular Programme for Pre-ND, Pre-HND, National Diploma and Higher National Diploma Students respectively. The Class Reps were briefed on the administration procedure and result obtained thereof are presented below:

Table 1.: Total Number of Questionnaires Returned
Students Category
Number of Questionnaires retrieved

Students Category	Number of Questionnaires retrieved					
	Pre-ND	ND1	ND2	Pre- HND	HND1	HND 2
Classes						
Regular Student	12	30	39	9	29	26
Part-Time Students	10	20	29	4	14	17
Total (239)	22	50	68	13	43	43

Researcher's Survey, 2021

In view of the above table, it can be seen that of all the Two Hundred and Ninety Seven Questionnaires administered to the students of Public Administration Department, only Two Hundred and Thirty Nine (239) were retrieved. That is to say that a total number of Fifty Eight (58) representing 19.5% wasn't returned by the respondents mostly from the HND classes. With exception of ND1 that has 100% returned, none of the classes returned all the questionnaires administered. However, the total returns stood at 80.5% which is a very good one that make our data reliable and representative of the population whose responses could be easily generalised.

Thereafter, the questionnaires were all collected, coded and scored. The data were analyzed using mean and standard deviation for the research questions while Kendal's Tau-B Correlation Coefficient was used to test the hypotheses. Mean cut-off point was 2.5. All items with mean of 2.50 were regarded as agreement and accepted while those less than 2.50 were regarded as disagreement and were accordingly rejected. In the analysis 'strongly agree' was merged with 'agree' while 'strongly disagree' was merged with 'disagree' to give 'disagree'.

Results:

Perception of High Level of Education in Curbing Insecurity

Recall that the first research question was "to what extent has high level of education in Niger State Polytechnic served as a panacea to insecurity in Nigeria?". Accordingly, mean scores and standard deviations were analysed for each of the factors constituting high level of education. Hence, all items with means score less

than 2.50 were rejected and those with mean score above 2.50 accepted as constituting factors for high level of education that help in curbing insecurity.

Table 2. Mean rating and standard deviation of the factors constituting high level of education that help to curb insecurity (N = 239) .

Factors for high level of education	M	SD
1. The quality of education has declined below set standard	2.89	1.00
2. The level of education has not provided the needed instrument for addressing insecurity	3.33	0.76
3. The level of education has not steered society away from violence and poverty	3.28	0.83
4. I have not learnt how to secure a healthier and peaceful society	2.62	1.07
5. Skills acquired in school will prevent me from joining banditry and kidnapping.	3.52	0.55
6. There is no any technological innovation to fight war in my school	3.37	0.65
7. I have got the understanding of local and international dimension of insecurity	2.78	1.09
8. Research findings in schools have not proffered solutions to security problems.	2.89	1.00

As stated above mean cut-off was 2.50. All items with mean of 2.50 were regarded as agreement and accepted while those with less than 2.50 were regarded as disagreement and rejected. In effect, the responses were either accepted or rejected as factors for high level of education as a panacea to insecurity.

It should be noted that the items that were negatively constructed also received positive mean scores which means that they are equally factors that constitute insecurity and may affect the role of the Niger State Polytechnic and academia in general. Such factors include: decline in set standard of education; low level of education to provide the needed instrument for addressing insecurity; inability of the educational sector to steer society away from violence, poverty and unemployment as well as entrenching a healthier and peaceful society; High level of education also prevent people from being recruited as bandits or kidnappers; inability of the academia to provide technological innovations for fighting insecurity; enhancement of understanding as regards local and international dimensions of insecurity; and non implementation of research findings to address security problems by the government.

Effect of Perceived Challenges in Niger State Polytechnic, Zungeru on Insecurity

The second research question was “What are those challenges inherent in Niger State Polytechnic Zungeru that affects curbing insecurity in Nigeria?” To determine the effect of perceived challenges in Niger State Polytechnic Zungeru on insecurity, the students responses were analysed and presented in in Table 2 below:

Table 3. Mean rating and standard deviation of effect of challenges inherent in Niger State Polytechnic on Insecurity (N =293)

Factors for Challenges inherent in Academia	M	SD
1. I feel insecure in school because of darkness at night	2.64	1.14
2. Cultism and Gangsters activities are common here	3.03	1.04
3. Students have no interest in nationalism and patriotism	2.57	1.13
4. Students don't cheat in exam or bribe lecturers for marks	2.52	1.06
5. We don't have students from other geo-political zones	2.79	1.07
6. No Student has been raped or sexually harassed by either students or staff	3.52	0.73
7. Late admission did not affect student performance	2.33	1.09
8. We are more than two hundred (200) in our class with no sound system	3.17	0.86

Results from Table 3 shows effect of challenges inherent in Niger State Polytechnic on social, economic and political security situation of the country. From the table it can be seen and concluded that as a result of perceived challenges in the academic environment of tertiary institutions; students feel unsafe because of insecurity and darkness at night, mean 2.64; sometimes because of activities of of cultist and gangsters, mean 3.03. With mean score of 2.57, student also revealed that the spirit of nationalism and patriotism has declined, this also might be connected with the fact that students from other geo-political zones are not well represented in the population of the school as instrument for national cohesion.

However, Students opined that they do not cheat in the examination or bribe lecturers, mean 2.52; in a similar direction, the students opinion further affirm that there are no cases of rape or sexual harassment by either student or staff. In addition, students affirmation that late admission did not affect their performance, was rejected because the mean score of 2.33 is less than 2.50, we therefore accept this as one of the challenges inherent in tertiary institution. Having over two hundred (200) students to a Lecturer in a class is also regarded as a one of the challenges in the academia.

The Relationship between High Level of Education and Insecurity in Nigeria

The first null hypothesis was, "There is no significant relationship between high level of education and insecurity in Nigeria." To verify the authenticity of the above hypothesis a Kendal's Tau-B Correlation Coefficient analysis was ran and the result of which is summarized in

Table 4: Kendal Tau- B (T_b) Test for showing relationship between high level of education and insecurity

Correlations			High level of education	Insecurity
Kendall's tau_b	High level of education	Correlation Coefficient	1.000	.930**
		Sig. (2-tailed)	.	.000
		N	239	239
	Insecurity	Correlation Coefficient	.930**	1.000
		Sig. (2-tailed)	.000	.
		N	239	239

** . Correlation is significant at the 0.01 level (2-tailed).

** . Correlation is significant at the 0.01 level (2-tailed).

Therefore, P. Value of 0.000 is less than alpha of 0.05 which make us to reject the null hypotheses. Consequently, the alternate hypothesis was accepted; it was concluded that there is a significant relationship between high level of education in Niger State Polytechnic Zungeru and insecurity in Nigeria.

Challenges Inherent in Niger State Polytechnic Zungeru and Insecurity in Nigeria

The second null hypothesis examined the relationship between challenges inherent in educational sector and insecurity. The second null hypothesis was, "There is no significant relationship between challenges inherent in Niger State Polytechnic Zungeru and insecurity in Nigeria." This hypothesis was also tested using Kendal's Tau-B Correlation Coefficient analysis and the results are summarized in Table 4:

Table 5. Kendal's Tau-B Correlation Coefficient analysis for showing relationship between challenges inherent in academia and insecurity.

Correlations			Challenges in Academia	Insecurity
Kendall's tau_b	Challenges in Academia	Correlation Coefficient	1.000	.949**
		Sig. (2-tailed)	.	.000
		N	239	239
	Insecurity	Correlation Coefficient	.949**	1.000
		Sig. (2-tailed)	.000	.
		N	239	239

** . Correlation is significant at the 0.01 level (2-tailed).

** . Correlation is significant at the 0.01 level (2-tailed).

The (T_b) Sig. (2 tailed) is 0.000. Therefore, the P. Value of 0.000 is $P < 0.05$ which showed that the null hypothesis was rejected and it is concluded that there is a significant relationship between challenges inherent in Niger State Polytechnic Zungeru and insecurity in Nigeria.

Discussion

Findings from this study revealed that there is a significant relationship between high level of education and insecurity in Nigeria. Consistent with these findings, Griffit (1999) maintained that a sense of competency will often emerge in an environment that is fair and consistent which will in turn provide appropriate academic support and expectations. In this line, Majasan (1998) suggested that maintaining quality education will produce disciplines behaviour, hard work, improved cultural heritage and mutual respect within and outside school community. This forms a threshold for maintenance of peace and order in various facets of our lives. The result also showed decline in set standard of education; low level of education to provide the needed instrument for addressing insecurity; inability of the educational sector to steer society away from violence, poverty and unemployment as well as a healthier and peaceful society; inability of the academia to provide technological innovations for fighting insecurity and non implementation of research findings as factors affecting high level education or quality education in curbing insecurity.

Findings, also revealed that there is a significant relationship between challenges in the Academia and Insecurity in Nigeria. This isn't farfetched as respondents revealed even though students revealed that incidence of exam malpractice has significantly reduced, while corruption in the light of students bribing their lecturers for marks is also not significantly proved. In addition, cases of rape and sexual harassment is not common in the Niger State Polytechnic Zungeru.

However, activities of cultism and gangsterism must also be checked as students feel unsafe in the school at night. Such cultists or gangster may later graduate into arm robbery and other heinous crime in the society. The fear at night reinforcing because of lack of proper illumination of the school at night. While the Solar Power lights are placed outside the classes. The classrooms and hostels are not properly illuminated at night. This can be viewed as negation of the noble goal of education as Lehr (2004) opined that the goals of education can only be achieved in a conducive and peaceful school environment and if there is a feeling of insecurity within and outside the school environment both teachers and students are likely to be afraid and this may inhibit academic performance of the students.

In addition, a situation where students from other geo-political zones of the country are not offered admission into some institutions will also affect the federal Character Principle which may affect social cohesion and national unity as a factor for promotion of national security. Moreover, the wisdom behind the inculcation of moral conducts in the school's curriculum is to graduate students in both knowledge and character. However, the extent to which such philosophy is being imbibed by the student either in school or at home is relatively low. It is against this backdrop that Ojukwu (2017) noted that major stakeholders in Education such as government, industries, communities, parents, schools even students and many others have been lamenting over the poor quality of Nigerian students in both learning and character suggesting a poor academic performance.

Results also showed that the level of Nationalism and Patriotism in Nigeria today is fast deteriorating. This is partly because we deemphasised the contributions of our Nationalist in the in school curriculum. Another factor is that people have lost faith in government due to absence of public goods; poverty; inequality; unemployment etc. If people are well educated about Nigeria government and politics, they are expected to be obligated to the sanctity of the government authorities and institutions. Conversely, if people are not educated or half baked, it affects their commitment to the unity and peace of the country.

In an era of global pandemic which de-emphasises crowded area, the regulated standard of Student Ratio to Lecturer should be upheld at all times. This is so because having overcrowded classes of more than two hundred Students will have negative effect on academic performance as well as a negation of COVID-19 physical distancing protocol.

Conclusion and Recommendation

In conclusion, the results from this study have successfully brought into perspective the pivotal role of the academia in curbing insecurity in Nigeria. The result which reveals that there is a significant relationship between the quality of education and insecurity, as well as, challenges of education and insecurity also call for more research regarding the role of the educational institutions in curbing insecurity.

By and large a nexus has been established between education and security as Dambazau (2014) stressed that education is used more as a strategic tool for advancement of technology needed for nation's economic and socio-cultural development and national security. Hence the need to ensure that higher level of education is used as a fundamental instrument to steer the country away from socioeconomic crises and political violence. Government must equally invest more in academic research and building ICT infrastructure of the Tertiary Institutions.

Major findings are that the level of insecurity in Nigeria is associated to numerous factors in which poor quality of education is a recipe for societal vices because you don't get the right result from the society when you don't have quality manpower. Also, inculcation of moral philosophy and Nationalism in students is being negated with social vices like cultism prevalent in tertiary institutions. This is a negation of the principle of graduating students both in character and in knowledge. Therefore, the history of our nationalist and obligation to the sanctity of the government authorities and institutions must be well entrenched in the domains of peace and stability. Furthermore, maintaining federal character principle in balancing demographic composition of the academia in both students and staff must be upheld to promote national cohesion which is critical to the security of the country.

The academia optimises policies and best strategies for effective and efficient conflict management that will impact on conflict de-escalation and offers pathway for the nation to move out of its current security predicaments. Thus, government must begin to implement recommendations from the finding of academia research efforts.

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