INSECURITY AND CHALLENGES OF EDUCATING INTERNALLY DISPLACED PERSONS IN NORTH CENTRAL NIGERIA

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ABSTRACT

This study investigated the challenges and impacts of insecurity on Internally Displaced Persons in North-Central Nigeria. The study adopted a Survey Research Design. Two (2) research questions and hypotheses were each answered and tested respectively. A 24-item Questionnaire was administered on a sample of one hundred and sixty (160) respondents and data obtained were analyzed using %, mean, t-test and ANOVA at .05 level of significance. The results showed prevalence of challenges confronting the promotion and provision of social necessities to IDPs; there were adverse impacts of insecurity on the socio-economic and political development of Nigeria which was more significant on the occupation of the people; and there was no adequate provision of educational/social necessities to IDPs camps in north central Nigeria. This has negatively affected students' enrolment in north-central Nigeria and largely the human capital, socio-economic and political development of Nigeria. The results also showed gross neglect of the educational needs of the internally displaced persons because resources were not channeled to maintain peace and order. Also, sexual harassment and early marriage were common among female IDPs and high rate of school dropout among the male students. Based on the findings therefore, it was recommended that government especially should be pro-active in tackling security problems by not only good governance but also introduction and promotion of security education and harmonious living among the people. Also, modalities on the reintegration of the IDPs into the wider society should be a major policy thrust of the state.

KEY WORDS: Education, Challenges, Insecurity, Internally Displaced Persons

1. INTRODUCTION

1.1 Background of the Study

Education, the world over, has been accepted as an instrument of change. In fact, it is fundamentally, an agent of social mobilization. This is one of the reasons the National Policy on Education in Nigeria (2004, 2008. 2014) envisions a democratic and egalitarian society where all citizens will have unfettered access to educational services such that will avail them the opportunity to compete globally. A critical examination of the constitution of Nigeria and the National Policy on Education showed unequivocally the efforts of successive governments to use education to effect meaningful changes in society. This is probably because of the recognition of the importance of education as a social and individual right and also an instrument through which socio-economic and political developments can be mobilized and achieved. The importance attached to education is also possibly due to the fact that, education is the right of every citizen and also that education enables one to perform one's socio-civic and political functions to the nation more effectively (Agboola, 1987;1985).

However, this aim has been challenged by the spate of insecurity in the country. Jinadu (2005) observes that Nigerian societies are characterized by persistent deep-rooted and identity-related conflicts, fueled by perception of economic and social injustice. Nwankwo and Udeh (2005) maintain that right from the end of the cold war in the last

decade of the 20th century, there has being an explosion of issue of identity the world over. Groups are more than ever before conscious and protective of their interest in competition with others. With the rise of ethnic nationalism and the cut-throat political and economic competitions it has generated, conflict has become a ubiquitous feature of group interactions in Nigeria. It has been observed by Zartman (1991:299) that, conflict is an inevitable aspect of human interactions, an unavoidable concomitant of choices and decisions; although conflict is inherent in decisions even when there is only one person, social conflict… is necessarily brought on by the presence of several actors and compounded by several choices.

Insecurity is caused by human actions and inactions and this include; struggle(s) over values or claims to status, power, and scarce resources, in which the aims of the conflicting parties are not only to gain the desired values, but also to neutralize, injure or eliminate their rivals. Such conflicts may take place between individuals and collectivities, and make life much unsecured (Adeniji, 2003). Consequently, Nigeria is replete with instances of cases of insecurity. For example, the North-Eastern Nigeria has been ravaged by activities of insurgents. The North-Central too, has witnessed cases of high profile kidnapping of school children and business people; banditry in Kagara, Yakila, Mariga, Bangi with Kotonkoro forest as their hide out in Niger state; pockets of clashes between herdsmen and farmers in Nasarawa, Taraba, and Benue states which often lead to complete destruction of villages and settlements, rendering once prosperous people, homeless and destitute of necessities of life as is the case with the places mentioned above and the Agatu people of Benue State. The South-West is also grappling with alarming rate of high profile kidnapping of school children and demands for ransom. The South-South and South-East are not left out of this menace, as daily, defenseless people are cruelly killed for no reasons, in worship centers, market places, and leisure parks. Indeed, Nigeria is under siege and the government appears to have been overwhelmed. Man has become endangered species particularly children of school age on whose shoulder the future of this great nation lies.

1.2 Statement of the Problem

No doubt, education according to the National Policy on Education (2004) is an instrument for national development and invokes the spirit and provisions of the 1999 constitution of Nigeria. By this, education is the right of every citizen of Nigeria. Not only that it is a tool for social mobilization but it also enables the individual to perform socio-civic and political functions effectively. In spite of the acclaimed relevance of education in human community and its accessibility to all, there is still a perceived section of the Nigerian State that are neglected, relegated to the background and marginalized of basic necessities of good life. Continued neglect of this people (IDPs) does not only amount to colossal loss of human-capital but also portends grave danger for the survival of the Nigerian State as a whole. This was why this study sought ways of overcoming insecurity and challenges of educating internally displaced persons in North Central Nigeria.

1.3 Research Questions

The following questions were answered in this study:

- What are the challenges confronting the promotion and provision of social necessities for the Internally Displaced Persons in North-Central Nigeria?

- What are the impacts of insecurity on the socio-economic and political Development of Nigeria?

1.4: Research Hypotheses

The following null hypotheses were formulated and tested:

- There is no adequate provision of educational services to IDPs camps in North-Central Nigeria.

- There are no significant impacts of insecurity in North-Central Nigeria.

1.5 Scope and Significance of the Study

This study covered internally displaced persons camps in three states of the north-central Nigeria. Also, causes of insecurity and the educational plight of the IDPs were examined. The study is significant because it provides suggestions to the challenges of provision of educational services for IDPs camps in North-Central Nigeria.

1.6 Theoretical Framework

Frustration-aggression theory explains that society is in a state of perpetual conflict because of competition for limited resources and that deprivation and frustrations emanating from the distribution of the commonwealth explain the prevalence of conflicts leading to insecurity of lives and property. The efforts of McDougall, Freud and others are very prominent, (Dougherty and Pfaltzgraff, 1990). The assumptions are that aggression is always a consequence of frustration and this frustration could arise from economic, political, social and denial of certain opportunities, rights and privileges due the people. More specifically, they assumed that 'the occurrence of aggressive behavior always presupposes the experience of frustration, and contrariwise, that the existence of frustration always leads to some forms of aggression'. Though not in any way justifying violence, we cannot defy the fact that the spate of killings and insecurity in Nigeria can be mirrored from the purview of individuals wrongly expressing their grievances arising from frustration with the system. The adoption of the framework of analysis is justified, notwithstanding limitations that crises in Nigeria can be explained from the background of frustration, helplessness and survivalist extremism. In Nigeria for example, the collapse of social institutions and the failure of the economic system to generate sufficient means of livelihood for the people accounts for the increasing violent activities and war situation in the country (Abubakar, 2004; Abdullahi & Terhemba 2014; Abdulrasheed, Onuselogu & Obioma, 2015; Abubakar, 2015). There is therefore a correlation between economic hardship and violent disorder which validates the assumption of this theory. Violence and insecurity in Nigeria is connected to unemployment and poverty occasioned by struggle for survival.

2. LITERATURE REVIEW

2.1 Insecurity in the Society

To start with, security is the fundamental responsibility of the state. According to the 1999 constitution of Nigeria, the security and welfare of the people shall be the primary purpose of government. Security has become a big issue today because of the various forms of carnage, brutality, pogroms and even genocide associated with it. The collapse or near collapse of the state has made physical safety the preeminent concern of most leaders and states. The state is seen as no longer able to generate the fundamental conditions for the protection of life. Before the collapse of the state became pervasive, security discourse in Africa tended to shift from its state centeredness with its attendant political and military considerations to other considerations that are remotely related to physical safety, especially the satisfaction of basic needs, the right to a sustainable environment, the protection of cultural and religious identity and so on (Nnoli, 2006).

Insecurity is seen as a reasonable level of (un)predictability at different levels of the social system, from local communities to the global level. Freedman's (1998) view is that once anything generates anxiety or threatens the quality of life in some respect, it is thus labeled a "security problem". The notion of economic security thus encourages a

confrontational approach to trace policy, while that of "environmental security" has often served more to confuse than to clarify by encouraging a search for adversaries. Security, especially in the form of 'feeling secured', has been identified as a 'basic need' in the literature (Campbell, 1998). While Omede (2012) sees security as a dynamic condition which involves the relative ability of a state to counter threats to its core values and interests, Nwolise (2006) perceives security as an all-encompassing condition which suggests that a territory must be secured by a network of armed forces; that the sovereignty of the state must be guaranteed by a democratic and patriotic government, which in turn must be protected by the military, police and the people themselves; that the people must not only be secured from external attacks but also from devastating consequences of internal upheavals such as unemployment, hunger, starvation, diseases, ignorance, homelessness, environmental degradation and pollution cum socio-economic injustices.

Of the diverse definitions and conceptualizations existing in the literature, the one adopted as being most relevant for this study is the second of the two definitions provided by the Oxford Dictionary (2013) where insecurity is defined as "'vulnerability, defenselessness, unguardedness, lack of protection, perilousness, peril, danger, riskiness; instability, fragility, frailty, shakiness, rockiness, unsteadiness, unreliability, tenuousness' as used in statements like '*we were conscious of the insecurity of our situation*'. In this study, insecurity is thus conceptualized as the feeling of vulnerability, defenselessness, lack of protection and danger affecting educational needs and advancement of the Internally Displaced Persons (IDPs).

There is a close association between education and (in)security. Insecurity undermines education and absence of quality education for citizens constitute a constraint on capacity for sustainable development. The roles education play in promoting security and how security advances the educational system of a country is therefore sacrosanct and worthy of note in human society. To this extent education as a whole serves intrinsic and instrumental purposes. Some of these purposes have been outlined by several scholars and analysts like Malcolm Forbes; Robert M. Hutchins; Robert Frost; and Martin Luther King Jr. According to Malcolm Forbes, the purpose of education is to unsettle the minds of learners, widen their horizons, inflame their intellects, teaches them to think straight, if possible.

2.2 Education Promotes Security and Vice-Versa

Many conflicts arise from ignorance and manipulation of ethnic religious and other identities. Education, not mere schooling and certifications, produces tolerance and civil citizens who are able to understand and live with people from different economic, religious, ethnic and cultural backgrounds and other forms of identities. Even though we may have the educated who are criminals, a careful observation will reveal that most people arrested for criminal behaviours lack high education that often see criminality as the quickest and cheapest way to wealth, especially when they cannot be arrested, tried and convicted. On the other hand, persons with low or without education and income are more likely to be victims of crime and other forms of insecurity which is a serious concern in this study. Low education often translate to absence of skill for competition, adequate income, exclusion from participation in vital economic, political and social organizations and relations; lack of access to adequate food and nutrition, housing, health care and efficient public emergency and safety services – all of which are elements of human security. Children with low education are more likely to be recruited as thugs, insurgents, child-soldiers in civil or guerrilla wars and terrorism through indoctrination. Lack of education therefore is in itself insecurity and is a source of vulnerability to other forms of insecurity. A country with poor standard of education as is the case in contemporary Nigeria will lack citizens that can produce or manage competencies and resources required for developing and sustaining relevant and strong or capable institutions and leaders for development, democratic

governance and national security. As long as the government glosses over funding of the education sector, so long, will the problem of insecurity pervades.

This study identified Materialism and Material Inequality, Failure of State Capacity, Proliferation of ethnic-militias involved in spreading ethnic intolerance, hatred, and violence, Progressive decline in the quality of governance at all levels (Federal, State and Local Government) since the late 1970s led to lack of patriotism, professionalism, justice, capacity and effectiveness in planning, decision-making, and service delivery by all tiers of government, High Rate of Youth Poverty/Unemployment, Proliferation of Religious Sects, and Religious Intolerance and the likes have been identified in this study as sources of insecurity.

3. METHOD

3.1 Design

A survey Research Design was adopted in this study. Surveys are commonly used method of data collection in the Social sciences. A survey research design provides an effective means of gathering data from a larger population especially when the necessary data cannot be found in statistical records, for the purpose of generalization (Orsah, 2009).

3.2 Sample

400 respondents comprising male and female were randomly selected from two camps of the study population of internally displaced persons in two states of Nassarawa and Benue respectively. A Structured Questionnaire was used to elicit responses from the respondents through primary and secondary ad methods of data collection. It was structured into sections A and B. Section A was to provide information on the personal data of the respondents while Section B dealt with conditionality that enhances teaching and learning in IDPs camps in North-Central Nigeria. The questionnaire was scored in order of Strongly Agree (SA), Agree (A), Strongly Disagree (SD) Disagree (D) to the items raised in it. The reliability of the instrument was determined through Cronbach's Alpha which gave an index of .816 from data obtained from pilot study to ascertain the confidence of using the instrument for the measurement intended.

4. RESULTS PRESENTATION

4.1 Research Questions

Table 1: Percentages Responses of Sample by Item

S/N	Item	SA	A	D	SD	UD	Decision
1. 2. 3. 4.	Paucity of funds Many female marriage There were no stringent laws There are effective mechanism	25 (15.6) 96 (60.0) 60 (37.7) 17 (10.6)	81 (50.6) 60 (37.5) 90 (56.6) 19 (11.9)	1 (0.6) 3 (1.9) 1 (0.63) 55 (34.4)	53 (33.1) 1 (0.6) 7 (4.4) 68 (42.5)	⸺ --- 1 (0.63) 1 (0.6)	Agreed Agreed Agreed Disagreed
5.	Violent crises economic	28 (17.5)	129 (80.6)	⸺	3 (1.9)	⸺	Agreed
6.	Violent crisis led to loss of lives	78 (48.8)	82 (51.3)	⸺	⸺	⸺	Agreed
7.	Nigeria faces food crisis	79 (49.4)	81 (50.6)	⸺	⸺	⸺	Agreed

8.	Educational needs	36 (22.5)	122 (76.3)	1 (0.6)	1 (0.6)	—	Agreed
9.	Internally displace persons	27 (16.9)	127 (79.4)	1 (0.6)	5 (3.1)	—	Agreed
10.	Absence of vibrant advocacy	20 (12.5)	76 (47.5)	—	64 (40.0)	—	Agreed

Research Question 1: *What are the challenges confronting the promotion and provision of social necessities for the Internally Displaced Persons (IDPS) in North Central Nigeria?*

A look at the percentage responses on table 1 and the decision rule, it is realized that the respondents agreed totally on items 1, 2 and 3 but disagreed on item 4 that solicited opinions in that regard. This affirmed that paucity of funds, untimely release of relief materials hindered the effectiveness of the officials of the management of the IDPS in North Central Nigeria. Similarly, many female IDPS of school age in North Central Nigeria considered marriage as a way of overcoming their predicament. Likewise there was no effective mechanism for monitoring and checking cases of diversion of relief materials meant for IDPS camps in North Central Nigeria. More also, because there were no stringent laws against diversion of relief materials and human rights violation in IDPS camps, it was easy and rampant to steal relief materials and violate the rights of IDPS. These responses implied the challenges confronting the promotion and provision of social necessities for IDPS in North-Central Nigeria.

Research Question 2: *What are the impacts of insecurity on the socio-economic and political development of Nigeria?*

The responses to item 5, 6, 7, 8, 9 and 10 that provided the decision on table 1 affirmed totally an agreement on the opinions as: violent crises have slowed down socio-economic, political, religious and educational development of North-Central Nigeria; violent crises have led to loss of lives and destruction of properties worth billions of dollars in North-Central Nigeria. Nigeria faces imminent food crises and food security as a result of banditry, kidnapping and clashes that have left farmers homeless and helpless in North-Central Nigeria, educational needs of the IDPs in North-Central Nigeria are seriously under threats as a result of crises, internally displaced persons are traumatized and suffered from all kinds of human rights and sexual violation in the camps where they are kept in North-Central Nigeria. These opinions provided by the responses on the items implied the impacts of insecurity on the socio-economic and political development of Nigeria.

4.2: Research Hypotheses

Table 2: Mean ($\overline{x}$) Scores on Issues of Insecurity in North Central Nigeria

Insecurity	Respondents Characteristics	N	$\overline{X}$	SD
Provision of Educational services	Sex: Male	100	16.60	3.336
	Female	60	17.15	2.773
	Age: 7 – 15 (10 20)	108	16.49	3.271
	16 – 24(21 31)	51	17.53	2.745
	32 and above	1	14.00	___
	Occupation: Self employed	3	16.00	2.646
	Civil servant	9	15.33	1.323
	Applicant/farmer	148	16.91	3.211
	Marital status: Married	2	13.00	0.000
	Single	157	16.85	3.140
	Separated	1	17.00	___

Impacts of Insecurity	Sex: Male Female	100 60	6.52 7.10	1.507 1.217
	Age: 7 – 15 (10 20) 16 – 24(21 31) 32 and above	108 51 1	6.56 7.08 8.00	1.499 1.214_
	Occupation: Self employed Civil servant Applicant/farmer	3 9 148	7.00 8.00 6.66	1.732 0.707 1.427
	Marital status: Married Single Separated	2 157 1	8.00 6.71 8.00	0.000 1.432

Hypothesis 1: *There are no adequate provisions of educational services to IDPs camps in North-Central Nigeria.*

As revealed on table 2, the mean scores on provision of educational services with respect to sex are for male = 16.60, female = 17.15; age are for 7-15(10-20) = 16.49, 16-24 (21-31) = 17.53, 32 and above = 14.00; occupation are for self-employed = 16.00, Civil Servant =15.33; applicant/farmer = 16.91 and marital status are married = 13.00, single = 16.85 and separated = 17.00 respectively.

Table 3: ANOVA on Challenges Confronting IDPs in North Central Nigeria by Sex, Age, Occupation and Marital Status

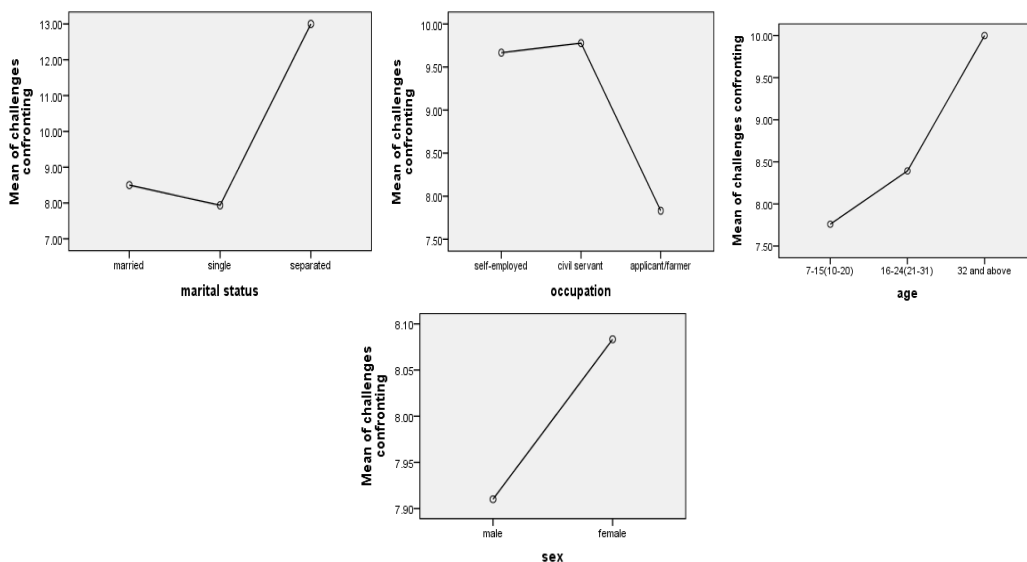| Source of Variance	Respondents	Sum of Squares	df	Mean Square	F	Sig
Age	Between group Within group Total	45.297 1521.697 1466.994	2 157 159	22.649 9.692	2.337	.100
Occupation	Between group Within group Total	23.136 1543.858 1566.994	2 157 159	11.568 9.833	1.176	.311
Marital status	Between group Within group Total	29.363 1537.631 1566.775	2 157 159	14.682 9.794	1.499	.227

Figure 1: Challenges Confronting IDPs by Sex, Age, Occupation and Marital Status.

The t-test on table 3 shows t = 34.700 at P = .099 on male and female respondents opinion. The ANOVA on table 6 reveals $F_{(2;157)}$ = 2.337 at P = .100 for age; $F_{(2;157)}$ = 1.176 at P = .311 for occupation and $F_{(2;157)}$ = 1.499 at P = .227 for marital status. These results affirmed that, there was no adequate provision of educational services/social amenities to IDPs camps in North-Central Nigeria, as a result of which the hypothesis was not rejected. The challenges confronting IDPs are as displayed in figure 1.

Hypothesis 2: *There are no significant impacts of insecurity in North Central Nigeria*

Table 2 also provided the mean scores of respondents on impacts of insecurity in North Central Nigeria. On sex, the male respondents had a mean score of 6.52 while the female ones had 7.10; on age those of 7-15 (10-20) had 6.56, those of 16-24 (21-31) had 7.08 and 32 and above had 8.00; on occupation, self-employed = 7.00, civil servant = 8.00 and applicant/farmers = 6.66; on marital status, the married respondents had 8.00, the single ones had 6.71 while the separated respondents had 8.00.

Table 4: T-Test on Impacts of Insecurity in North Central Nigeria by Respondents' Sex

Variable	Sex	N	$\overline{X}$	SD	df	T	Sig (2 tailed)
Impacts of Insecurity	Male Female	100 60	6.52 7.10	1.507 1.217	159	192.011	.069

Table 4 provided the t-test on impacts of insecurity by sex which gave t=192.011 at = .069 which was not significant and the hypothesis rejected.

Table 5: ANOVA on Impacts of Insecurity in North Central Nigeria by Respondents' Characteristics

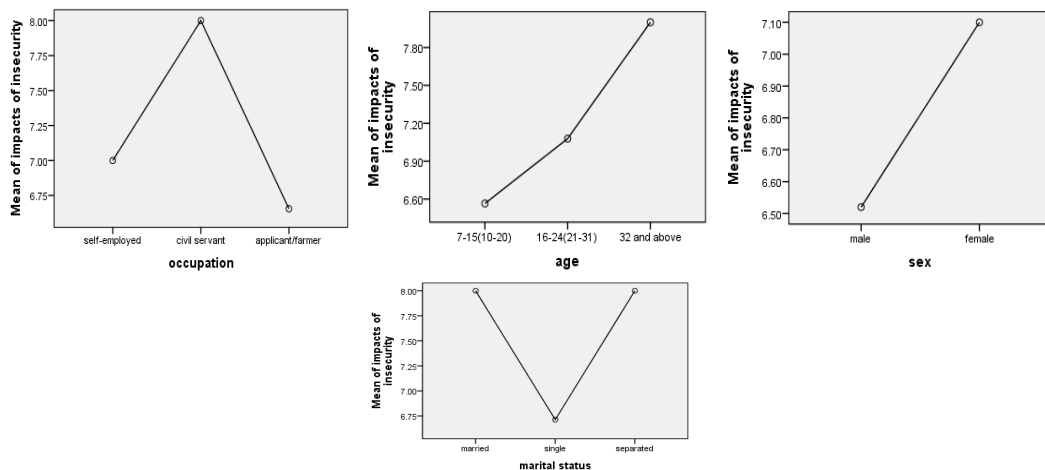| Source of Variance	Respondents	Sum of Squares	df	Mean Square	F	Sig
Age	Between group Within group Total	10.742 314.233 324.975	2 157 159	5.371 2.001	2.684	.071
Occupation	Between group Within group Total	15.549 309.426 324.975	2 157 159	7.775 1.971	3.945	.021
Marital status	Between group Within group Total	4.873 320.102 324.975	2 157 159	2.437 2.032	1.195	.305

Figure 2: Impacts of Insecurity on IDPs by Sex, Age, Occupation and Marital Status.

Table 5 provided the ANOVA on impact of insecurity in North-Central Nigeria, this shows that, the responses of the respondents by age, $F_{(2;157)} = 2.684$ at P = .071; occupation $F_{(2;157)} = 3.945$ at P = .021 and by marital status $F_{(2;157)} = 1.195$ at P = .305. This implied that whereas there were no significant impacts of insecurity in North-Central with respect to sex, age and marital status, a significant impact of insecurity was on the occupation of the respondents. The impacts of insecurity on IDPs are as displayed in figure 2.

5. DISCUSSIONS

5.1 Challenges Confronting IDPs in North-Central Nigeria

Funds, delay release of relief materials, opting for marriage, non-stringent laws and human right violation were identified in this study as constituent of challenges confronting IDPs in the North-Central Nigeria. This shows that, the North-Central architecture for addressing the needs of people during any natural or man-made disaster was either grossly inadequate or in disarray or corruptly taking advantage of the situation by government agents to make themselves comfortable. This habit cannot but resulted in irreparable wastage of human resources and or family disconnections. This finding buttresses the views of Usara and Ogoyi (2019) about Nigeria intractable security challenges that is always nurtured and manifested from the economic foundations. Again, incapability of the agency saddled with the responsibility of attending to any emergency situation is a reflection of failed state just like Alozieuwa (2012) had pointed out.

Impacts of Insecurity

This study established that, insecurity has impacted grievously on the socio-economic and political development of North-Central Nigeria. This is just the factual truth; as the people in the zone which have been left without both human and non-human resources have become disjointed and devastated. The reacting claim x-rays the affirmation of Rotimi (2011) that violence and insecurity in Nigeria is connected to unemployment and poverty due to struggle for survival; insecurity in the North-Central Nigeria aggravated corrupt practices among agencies, violent crime, terrorism, killings, kidnapping and such vices that are inimical to national development.

CONCLUSIONS

Indeed, the overall improvement and protection of man the precursor of development in the society is the concern of governments and stakeholders in the knowledge industry. Education is a globally accepted key to unlocking the potentiality of man in association with others. It is as an instrument of change and socio-economic and political mobilization. Education is the right of every citizen of Nigeria. As good as the aim of education, its spread has been dangerously challenged by the cases of insecurity in the land. Security is the fundamental responsibility of the state. The importance attached to security is partly the reason the1999 constitution of Nigeria made security and welfare of the people the primary purpose of government. Unfortunately, at the moment, the security apparatuses have been over stretched as a result of the multiple dimensions conflicts have taken. However, this study has provided scores of dimensions to overcoming the imbalances if applied purposefully by all stakeholders as reflective in the recommendations stated hereunder.

RECOMMENDATIONS

The followings are the recommendations of this study:

- Government especially should be pro-active in tackling security problems by not only good governance but also

introduction and promotion of security education and harmonious living among the people.

- Also, modalities on the reintegration of the IDPs into the wider society should be a major policy thrust of the state.

- Government should adopt and be religiously attached to the principle of fair distribution of the scarce resources and be quick in dispensing justice to avoid the temptation of jungle justice that often aggravate security issues in the north-central Nigeria.

- Effective integration of people affected by crises in North-Central Nigeria into the wider society should occupy a central policy thrust of government. Government should build come out with a housing scheme for the IDPs in all the local government areas in Nigeria with a well equipped primary and secondary schools. This will discourage consideration of early marriage by female IDPs of school age.

- Government should deploy medical facilities and personnel for treatment of ailments and psychologists to work on the minds of the people affected by violent conflicts with a view of integrating them into the society again.

- Government should recruit, train and retrain security personnel and equipped them with modern technology to combat crime and adequate remuneration of the security personnel.

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