

6

Challenges of Insecurity in Organizational Climate and Teaching Effectiveness in Public Secondary Schools in Nigeria

VERONICA E. MOGBOH, Ph.D

*Department of Education Foundations
Godfrey Okoye University, Ugwuomu Nike, Enugu*

Abstract

This paper examined the challenges of insecurity in organizational climate and teaching effectiveness in public secondary schools in Nigeria. Education is a necessary environmental phenomenon for growth and development. A significantly positive bond exists between education, schools and the environment. School administration cannot be devoid of the effect of social, political and cultural antecedents. School administration process involves the manipulation of certain operations, it is goal oriented, based on collective and cooperative human efforts in a suitable environment where participants can maximize performance. Schools as subsystem of the overall society cannot operate in a vacuum. They are organized and managed as special features of administrative activity under the instruments of governance, development and change required in developing the welfare of Nigeria. An important function of governance is to maintain peace and order as well as ensure the safety and security of lives and property of citizens. No worthwhile progress or development is possible without the provision of security for the citizens. It is pertinent to note that security is not only the absence of war, but also the provision of basic necessities of life. Insecurity as a phenomenon is synonymous with contemporary social life in Nigeria, which manifests in infrastructural deficit, bribery and corruption, unfavourable policies, mental poverty, unemployment etc. this social malady has disrupted school management, leading oftentimes to the termination of a promising learning career, with a debilitating effect in school organization and other subsystems in the society.

Keywords: Administration, Insecurity, Peace, Organizational Climate, Public Secondary School.

Insecurity refers to a state of being subjected to fear, threat, danger, molestation, intimidation, harassment etc. in all aspect. Insecurity can be conceived as threats to the state, which often accounted for the race for arms and nuclear weapons to defend the state (Ajodo-Adebanjoko & Ugwuoke, 2014). Zubairu (2020) identified some factors enhancing insecurity in Nigeria to include among other things: poor leadership, ethno-religious crises, socio-economic inequalities, small arms and ammunitions trafficking, rural-urban migration and external influence among others.

No organization or nation can achieve sustainable development in the face of widespread insecurity of lives and properties. The supernatural issue of insecurity that stems from organized high-profile crimes perpetrated via transnational syndication and racketeering has continuously posed threats to survival of nations (Nwosu, Ukwunna, Ebokaiwe, Ukwunna, 2020). Nigeria's political history has been chequered by various forms of violent insecurity challenges ranging from the civil war, election related mayhem, riots and protests, militancy, insurgencies and herdsmen/farmer clashes (Adesulu, 2019). However, the rise of Boko-haram sect created a new dimension to Nigeria's insecurity problems. The main tenet of this deadly group is that western education is evil and should be aborted (Adesulu, 2019).

The operations and activities of Boko-haram sect against education came into limelight following the abduction of 276 students of Government Girls College, Chibok. This internationally well-published case of school kidnapping brought a new dimension to Nigeria's insecurity challenge as many secondary school attacks have been recorded thereafter. In recent times, Nigeria school system especially the secondary schools, has come under violent attacks that ranges from kidnapping of both the faculties and students to outright suicide bombing which usually claim lives and destroys property. The effect of these attacks has further exacerbated the fragile school system which is antithetical to sustainable and national development (Nwosu, et al, 2020). Several measures have though been implemented to tackle this menace, there are however, frequent attacks still being experienced in the school environs. It is the believe of the public that if these incessant attacks are not proactively dealt with, it will portend a longer-term danger to quality of labour force and human capital needed to drive a sustainable education particular, and national economy generally.

Conceptual Review

Insecurity

Insecurity is regarded as a situation of being subjected to threat, fear, danger, harassment, intimidation and the likes that affects the emotional, psychological and physical well-being of anyone (Carpenter, et al, 2020). They further submit that insecurity is the absence of peace, safety, happiness and protection of human and physical resources. Insecurity is characterized with destruction of business buildings, property and equipment which is indistinguishable from loss of capital which has ruined many businesses in Nigeria. Although, the cost of the prevalent insecurity in Nigeria is difficult to measure in monetary or real terms. However, it is clear to observers that it has cost Nigerians enormous human and material resources (Adegami, 2013).

In developing nations like Nigeria, poverty and ignorance are fertilizers for insurgency anywhere and in any age. When they combine and cloak themselves in religious, ethnic or other partisan robes, they become ready incendiary for the most brutal and reckless of violence (Agomuo, 2013). Terrorism and counter terrorism measures have multiple restrictions on peoples' lives and their access to basic services and protection, causing serious threat to their physical health and are emotionally/psychologically disturbed. Education is a budding and booming industry in Nigeria especially among the youth who form 60% of the population. Within this percentage, you find almost 45% of them in secondary education. If this percentage is

psychologically affected or physically restrained from school attendance, the future effect has a drained and dwindling loss in educated population.

Causes of Insecurity in Nigeria

The causes of insecurity like terrorism, militarism, kidnapping, cattle rustling etc. in developing countries like Nigeria are enormous. These include and are not limited to:

- a. **Ethno-Religious Conflicts:** Ethno-religious conflict is a situation in which the relationship between members of one ethnic or religious and another of such group in a multiethnic and multi-religious society is characterized by lack of cordiality, mutual suspicion and fear, and a tendency towards violent confrontation (Achumba, Ighomereho&Akpor-Robaro, 2013). There are ethno-religious conflicts in all parts of Nigeria and these have emerged as a result of new and particularistic forms of political consciousness and identity often structured around ethno-religious identities (Ibrahim &Igbuzor, 2002). Ethno-religious violence is also traceable to the inability of Nigerian leaders to tackle development challenges, and distribute state resources equitably. This has a debilitating effect on provision of education especially in the North due to religious extremists.
- b. **Politically Based Violence:** Eme and Onyishi (2011) sited that Nigeria has a long history of politically based violence since the collapse of the first republic on January 14, 1966, and the incursion of the military into governance that same date. The electoral politics in Nigeria right from 1960s till date have been characterized with violent conflicts, political thuggery, assassinations, and arson. He added that politicians in Nigerian do not accommodate dialogue, negotiation and consensus. Political misadventures have often been catastrophic leading to decimation of innocent lives, disruption of economic activities, and the destruction of properties among others. Unfortunately, politicians dictate education policies.
- c. **Systemic Corruption:** This is an evil and hydra-headed monster that has held the Nigerian state captive. This has contributed to government failure and breakdown of institutional infrastructures. The state of insecurity in Nigeria is greatly a function of government failure, traceable to systemic and political corruption. It has added another dimension of violent conflicts which has eroded national values. Corruption is bad not because money and benefits change hands, and not because of the motives of participants, but because it privatizes valuable aspects of public life, bypassing processes of representation, debate, and choice. It has been described as cancer militating against Nigeria's development, because corruption deeply threatens the fabric of the Nigeria society (Nwanegbo&Odigbo, 2013). The government is weak in rescuing abducted school children.
- d. **Economic-Based Violence:** It is also referred to as —political economy of violence|. Eme and Onyishi (2011) observe that, in recent writings in the mass media, much emphasis was laid on the role of resources in generating conflict across the globe and across political divide. Cries of resource control and revenue sharing regularly rent the air leading to violent agitations among the contending actors and between the state and proponents. The Niger-Delta crisis in Nigeria presents a classic case of this violent struggle that has been on since the end of the Nigerian civil war in 1970. Eme and Onyishi (2011) say these violent agitations

have claimed many lives of Nigerians and foreigners, military and Para-military personnel, and properties.

- e. **Pervasive Material Inequalities and Unfairness:** A major factor that contributes to insecurity in Nigeria is the growing awareness of inequalities and disparities in life chances which lead to violent reactions by a large number of people. There is a general perception of marginalization by a section of the people in areas of government development policies, political patronage, and these are triggers of disaffection, resentment, and revolt (Achumba, et al., 2013). The incessant strikes by labour, professional groups and demonstrations by civil society groups are mainly due to pervasive material inequalities and for just and fair treatment by the government.
- f. **Unemployment/underdevelopment:** Unemployment is defined as when people are not engaged in meaningful work and are lacking the basic necessities of life. Many Nigerian youths have become preys to terrorists and are easily radicalized, such as militants in the Niger Delta, and members of the Boko-Haram sect in the North-East. Adegbami (2013) opines that, idle mind; they say is the devil's workshop so as the rate of unemployment continues to rise, so also the wave of crimes and its attendant effects. Odumakin (2012) submits that with 60 million unemployed youths, Nigeria will have no peace. The success of Boko-Haram leadership in luring the youths with money is because majority of them are unemployed. Although, the job they took is bad, yet they still took it.
- g. **Poverty:** Another cause of insecurity is poverty, which is a multidimensional phenomenon. Poverty is characterized by inadequacy to feed and clothe a family; not having a school or clinic to go to; not having the land on which to grow your food or a job to earn a living, not having access to credit. It means insecurity, powerlessness and exclusion of individuals, households and communities. A majority of them are ill informed politically, socially, religiously, economically etc. quoted by Adebayo (2014) states that, poverty has been linked to high crime rates, drawing a sharp contrast between the rich and the poor. This has led to emerging organized ethnic and militia groups (Emeka, 2011). These emergent groups genitised on mental poverty act, a debilitating effect of poor mindset.
- h. **Weak/unfocussed Security System:** This is a major contributory factor to the level of insecurity in Nigeria, and this can be attributed to a number of factors which include: inadequate funding of the police and other security agencies, lack of modern equipment both in weaponry and training, poor welfare of security personnel, and inadequate personnel (Achumba et al. 2013). According to Olonisakin (2008) the police-population ratio in Nigeria is 1:450 which falls below the standard set by the United Nations. The implication of this is that Nigeria is grossly under policed and this partly explains the inability of the Nigerian Police Force to effectively combat crimes and criminality in the country. Nor are they able to restore peace and safety.
- i. **Porous Borders:** Achumba et al. (2013) observe that the porous frontiers of the country, where individual movements are largely untracked have contributed to the level of insecurity in Nigeria. As a result of the porous borders there is an unchecked inflow of Small Arms and Light Weapons into the country which has aided militancy and criminality in Nigeria (Hazen and Horner, 2007). Also, the

porosity of the Nigerian borders has aided the uncontrollable influx of migrants, mainly young men, from neighboring countries such as Republic of Niger, Chad and Republic of Benin responsible for some of the criminal acts (Adeola and Oluyemi, 2012).

- j. **Government Policy:** Okereke, (2012) observes and concludes that: It seems that government policies are built on sand and not on a solid foundation because many of those issues in consideration for biased, inconsistent policies are still made prevalent with the incremental destabilization in the school system. We cannot afford biased education policies thereby reinforcing a lopsided developmental policy.

In Nigeria, the Federal Government has the prerogative responsibility in administration and management of schools. The National Policy on Education (2014 pages 14-18). stipulates that secondary school education is the education children receive after primary education and

before the tertiary stage. It is to prepare the individual for useful living within the society and for higher education. Specifically, secondary education shall:

- a. Provide all primary school leavers with the opportunity for education of a higher level, irrespective of sex, social status, religious or ethnic background;
- b. Offer diversified curriculum to cater for the differences in talents, opportunities and future roles;
- c. Provide trained manpower in the applied sciences, technology and commerce at sub-professional grades;
- d. Develop and promote Nigerian languages, art and culture in the context of world's cultural heritage;
- e. Inspire students with a desire for self-improvement and achievement of excellence.
- f. Foster national unity with an emphasis on the common ties that untie us in our diversity;
- g. Raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those values specified under our broad national goals and live as good citizens;
- h. Provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development.

Secondary education is of six years duration and given in two stages, each of three years; Junior secondary school (JSS 1-3) and senior secondary school (SSS 1-3).

Organizational Climate of Schools

In schools, teachers and students operate in an organizational climate determined by the organization's policies, laws and core values or goals. A school's priority or primary responsibility is to impact all-round growth in the students, in their module of teaching and learning. Therefore, achieving an all-round growth is an effective product of good organizational climate. Inderjeet Parmar (2013) points out that Doyle et al (1998) democratic peace theory encourages liberal institution to discharge their responsibilities creditably through a long term spread of liberalism. He argues that

there exists a difference in liberal practice towards non-liberal societies. A security policy must have its long term spread of liberalism.

In any school system, peace and tranquility is an antidote for successful teaching and learning. Anything contrary to this, spells doom for the school system, which translates to an insecure education system, poor organizational climate, ineffectual learning and by implication contributing to a destabilized national growth and development. A visit to some of our secondary schools, one would observe the physical decadence of infrastructure, porous classrooms emptily equipped, paucity of teachers in all school subjects thereby tasking the available ones to negligible effect in the purpose driven education policies and mandates. There are over a million students in the public secondary schools, (FOS, 2018) proving a herculean task to achieve desired effective results or products for the society's development to match global indices and trends. Teaching effectiveness is greatly triggered by the setting of the school environment – the physical, moral, psychological and economic antecedents of the school.

Insecurity and Nigeria School System

In recent times, Nigeria school system, particularly the secondary schools have come under violent attacks that ranges from kidnapping of both the faculties and students to outright suicide bombing which usually claim lives and destroys property (Nwosu, et al, 2020). Millions of school children in Nigeria are caught up in conflicts that result to insecurity not only of their school attendance but to their lives and property (Carpenter, et al, 2020).

Cases of insecurity in the Nigerian schools abound. There were cases of kidnapping of teachers and students in Lagos Junior Model College, Igbonla. Ihemnachor (2015) also reports of school teachers' abduction in Rivers State, which left the people in the area in total fear and tension.

There were also recorded cases of students' abduction by Muslim extremists. Cases of dormitory raping were equally reported while many of these school attacks are not reported. Statistics has it that about 2,295 teachers have been killed and 19,000 others displaced in Bornu, Yobe and Adamawa states between 2009 to 2018. Furthermore, an estimated figure of 1,500 schools had been destroyed since 2014, with over 1,280 casualties among the teachers and students (Adesulu, 2019). Many of these incidents were never reported by the national media which reflects the true situation.

The different attacks in Nigeria schools impinge on effective teaching and learning which serve as a drag to our national development. According to Akintunde & Selzing Musa (2016), insecure school environments affect the learning of children. Situations of insecurity triggers traumatic disorder and toxic stress that affects 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 closure of schools (Akintunde, 2015). These attacks on schools according to Ameh (2015) usually lead to vandalization and outright destruction of social facilities which discourage the establishment of new schools. Consequently, government resources are depleted as funds meant for other developmental projects are channeled to tackling the aftermath of attacks. In the end, educational attainment in terms of quality of graduates and manpower suffers which impinge on overall school performance, resulting to deformed national development aspiration.

Effects of Insecurity on Nigeria School System

Insecurity in the school system has the following effects:

- a. **School Dropout:** There is an increasing rate of school dropout facilitated by extremists' activities. Boko Haram evil activities have forced the intending business educators as well as so many children in the northern part of the country out of school. Survey by both the print and electronic media indicates that over 85% of the school children in Borno State do not attend school due to insecurity in the state (Bwala, 2012).
- b. **Non-Supervision of Academic Activities:** Teaching and learning processes cannot be properly conducted in an unsafe school environment as most education officers in the region are currently out of their states for safety. This means that, inspectors of basic education programme cannot conduct termly inspection to ascertain the level of development on basic schools' education programme in the affected area(s).
- c. **Loss of Lives of Teacher and Students:** On 17th September, 2014 Boko Haram equally attacked Federal College of Education Kano killing several of the students when two Boko Haram suicide bombers interred into the lecture hall and bombed himself and the students and the lecturer in the hall (Ruquyyatu, 2013). Attacks by Boko Haram and other similar groups in Nigeria is a threat to education. It is in light of the above that Okpaga, Chijioke and Innocent (2012) observe that Nigeria as a nation must make concerted efforts to raise the educational attainment of all its youths who are the leaders of tomorrow especially those that are deprived of regular school attendance because of insecurity and conflicts.
- d. **School Enrolment Affected:** In areas where there is crisis the number of school enrolment will always be on decline. No student who survived an attack would like to go back to that school having considered the psychological effects and having remembered the number of classmates, friends and lecturers/teachers that were killed during attacks. As a result of insecurity, school enrolment in north eastern states of Nigeria has gone down by 28 percent more than any other region in the country (Bwala, 2012).
- e. **Exodus of Good Brains (Teachers):** Another fall-out from the ceaseless attacks on the government institutions, including education, is the loss of trained teachers who are either maimed, killed or prefers to give schools a wide berth as a result of the indiscriminate attacks on them by Boko Haram operatives, who attack schools at random (Okoli & Iortyer, 2014). Many teachers have to relocate from Borno and Yobe, in the north and some state in the militant zones have over the years experienced mass exodus of teachers and school administrators, simply because the environment has not been safe. Moreover, most teachers in Nigerian public schools are underpaid, paid irregular salary, live in deplorable conditions which affect their focus, zeal in taking requisite responsibility and a developing non belongingness dealing a poor multiplier effect on teaching and learning.
- f. **Poor Academic Performance:** Academic activities are disrupted intermittently as a result of sporadic attacks on educational facilities. The Boko Haram attacks also culminate in poor students' academic performance because learning is characterized by threat in the school environment of the north, whereas it is an accomplished fact that learning thrives mostly in an environment devoid of threat. Oftentimes schools in crises areas hardly run full semester programme. Schools are closed any time

there is security threat and sometimes exams are conducted based on the few topics covered, teachers hardly teach enough to cover all course content. The school calendar is often thwarted and more so when some kidnapped school pupils have been kept in captivity for over seven years (The Chibok school girls' abduction, 2014).

- g. **Inadequate School Facilities:** Schools in Borno State have been experiencing serious problem prior to the insurgency, there are shortage of classes for teaching and learning, shortage of instructional materials and teachers (NUT, 2007). Many schools in Borno State were turned to accommodate internally displaced persons, others were turned to be factories for producing improvised explosive devices (IED). Bombing and shooting by Boko Haram insurgents destroy school facilities which were grossly inadequate in the first instance. This portends grave consequences for effective teaching and learning which becomes hampered by inadequacy of educational facilities. Similarly, some schools are flooded, others have stood the test of inclement weather as roofs have been blown off and children made to bear the brunt of environmental climate conditions. Adeleke (2013) emphatically points out that insecurity in Nigeria has led to the destruction of lives, properties and equipment, relocation and closing down of businesses.
- h. **Poor Funding of Education:** The ripple effects of Boko Haram insurgency have led to a situation in which expenditure on education has increasingly dwindled over the years. This is occasioned by the pressing need to allocate more funds to security, to the detriment of other sectors of the economy especially education with an increasing school population in 2017, less than 10 percent of the budget was allocated to education. This still falls short of the United Nations prescription of 26 percent. Education is considered as the most dynamic factor that stimulates all round development of a nation and as such should not compete for resources with other development projects. Awfully, Nigeria's government spending on education is far below UNESCO recommendation of 26% of the total budget.

Promoting Organizational Climate and Learning Effectiveness

Restructuring and Re-strategizing: There is an urgent need to re-strategize and restructure secondary school organizational climate. It definitely requires the will and perseverance of school management and administration through the following:

It is important for Nigeria's development that public secondary schools' organizational climate and learning effectiveness be improved through:

Monitoring and Supervision: In any education setting, there is always need for classroom monitoring and supervision. Supervision and periodic inspection can be both internal and external and helps to solve problems, as well as introduce new ideas and methods. This helps to ensure safety and the effective flow of the academic activities in the schools. For example, most public secondary schools in Anambra state function effectively due to the input of past Governor Peter Obi's educational policies and infrastructural inputs which promoted effective functioning of both students and teachers. With these put in place, teachers are able to regulate the activities of the students and vice versa notwithstanding their large population and has placed some of its students winning a world contest on science competition. Students from the Anambra public secondary schools were placed positively on a global rating because their school

administrators complied with the lead set by the Governor, Peter Obi for schools' revamp and restructure indices.

In the present insecure circumstances in various public secondary schools, there is great need for both ministry of education and school staff through constant supervision and monitoring to ensure safe and steady movement of students and classroom activities. The interest shown in the academic activities of students will enhance regulatory norms to checkmate insecurity incidence through:

- Emphasis on teaching/online learning. Partnership with parents/students/civil society organizations to mitigate the effects of insecurity.
- Organization of conferences, seminars, research groups/think tanks to help in alleviating insecurity and change the educational setting of secondary schools.
- Students to participate in setting rules and regulation to ensure they act in a manner appropriate to their success and that of the school. Disciplinary committees should be set up under the guidance of principal management officers in the school, to ensure that students are properly coordinated and effectively monitored. Participatory leadership is a key factor in lessening moral decadence and insecurity in public secondary schools in Nigeria. It enhances confidence and school organizational climate. Teachers as models require confidence boost to enable them impact meaningfully to students. TRCN (Teachers Registration Council of Nigeria) mandates for real certification of teachers should be strictly adhered for recruitment of teachers.
- Government education agencies should ensure to upgrade teachers through setting annual promotion examinations for them. This will ensure merit and equity and groom them to act and work in accordance to their responsibilities. Promotion of teachers should go along with monetary increment in salary and responsibility posts.
- The mentorship scheme should be upheld in all public secondary schools. This promotes good student-teacher relationship and ensures cooperation and collaboration in schools. This will have a ripple over effect in later life to diffuse insecurity phenomena in the society. It promotes social engineering starting from the home.
- A social digital platform should be set up by the government education administrators where different stakeholders in education – students, teachers, management cadre, policy makers, and education professional bodies can air their opinion on possible steps to make public secondary school attainable, enjoyable and safe havens as beacons of hope for the future.
- Teachers should be encouraged to carry out research to enhance better understanding of teaching/learning activities. This should impact on effective classroom management in school against insecurity problems and useful for exchange programmes.
- Again, government official or politician should pay periodic visits to schools with words of enlightenment and encouragement. In such visits, the schools' needs can be addressed practically. This will enhance school organizational climate for effective teaching and learning in a secure environment. Some state governors and

philanthropic bodies have enhanced school work through direct study of (functional E-library, computer science laboratories, Wi-Fi).

- General moral decadence witnessed in public secondary school can be eradicated through policies that promote a foolproof reward system. A reward system whereby students can get points in examination scores to facilitate getting a driving license, free supply of phone call credits, inclusion in a list of entrepreneurs, free health check, a highly subscribed fee for excursion during holidays period, on spot employment. Students can be engaged in security surveillance in schools through training, gifts of security gadgets and posting them for community work. Finally, it should be noted emphatically that Children are the leaders of tomorrow and negligence in their training could be a great source of insecurity and damage to the nation.

Conclusion

The Nigerian schools particularly the secondary schools have seriously and violently been attacked, claiming millions of lives and property worth billions of naira destroyed. The effect of these attacks further exacerbated the fragile school system which is contrary to sustainable national growth and development. Several measures have been executed to tackle this insecurity menace, but there are still frequent attacks being experienced in school environs, if these incessant attacks are not proactively dealt with or effectively nipped in the bud, it will portend a longer-term danger to the quality of labour force and human capital needed to drive a sustainable economy.

Recommendation

In the light of this,

1. The entire school system should be securitized and place on red-alert for the state actors to devote adequate attention and resources towards ameliorating this menace.
2. The school system should involve school security at the forefront of security discusses and by proactive longer-term planning.
3. Government should implement policies that will improve security, education expenditure and national income in order to improve school enrolment.

References

- Adegbami, A. (2013). *Insecurity: A Threat to Human Existence and Economic Development in Nigeria*. Public Policy and Administration Research, 3(6), 32-43. Retrieved on line: www.iiste.org
- Adeleke, M. S., Biruomote, M. O. & Adeyinka, M. S. (2013). Determinants of Students' Academic Performance in Financial Accounting among Senior Secondary... www.sciepub.com-reference.
- Adesulu, D. (2019). Effects of insurgency attacks on education in the North East. *VanguardNews*. Retrieved from www.vanguardngr.com, May 9.

Challenges of Insecurity in Organizational Climate and Teaching Effectiveness in Public Secondary Schools in Nigeria – Veronica E. Mogboh, Ph.D

Agomuo, Z. (2013). —*Security Challenges Pose Risk to Nigeria's Emerging Economy*". Retrieved from <http://businessdayonline.com>

Ajodo-Adebanjoko, A. & Ugwuoke, W. (2014). Poverty and the Challenges of Insecurity to Development. *European Scientific Journal*, Vol. 10(14), 32-43

Akintunde, O. O. (2015). *Essentials of educational psychology and creativity*. Aflame PublishingHouse. Ibadan

Akintunde, O and Selzing-Musa, G. (2016). Environmental insecurity and the Nigerian child's learning: coping strategies. *Asia Pacific Journal of Multidisciplinary Research*. 4(1),13-17.

Ali, A. D. (2013). Security and Economic Development in Nigeria since 1960. Kuwait Chapter of *Arabian Journal of Business and Management Review*, 2(6), 32-43

Ameh, J. (2015). Borno: Reps Seek re-opening of schools. *Punch Newspaper*. Retrieved from www.punch.com July 30

Eme, O. I., & Onyishi, A. (2011). The Challenges of Insecurity in Nigeria: A Thematic Exposition Interdisciplinary. *Journal of Contemporary Research in Business*, 3(8), 32-43

Hill, C. N. (2008). *The Structure of Organisations*. New York Basics Press.

Hinings, C. R. & Greenwood, R. (2009). *The Dynamics of Strategic Change*. New York, NY: Blackwell.

Iheanachor, D. (2015). Abductors of five teachers in RiversState and demand 25m Naira ransom, *Vanguard News*. Retrieved from www.vanguardngr.com, April 16

Inderjeet, P. (2013) The 'Knowledge of Politics' of democratic peace theory. *International politics* 50 (2), 231 – 256 2013 link: springer.com

Olonisakin, F. (2008). —*In the Line of Fire*|| , BBC Focus on Africa, (April-June), pp19-23.

Okoli, A.C. & Iortyer, P. (2014). Terrorism and humanitarian crisis in Nigeria: Insights from BokoHaram Insurgency. *Global Journal of Human- Social Science*, 14 (1), 32-43

Onodugo, V. A. (2005) *Strategic Management*. Enugu Immaculate Press.

Oyesiku, O. Ogunsaju, S. & Oni J. (2009). *Contemporary school administration in Nigeria*. WorldCat member libraries worldwide.

Zubairu, N. (2020). *Rising Insecurity in Nigeria: Causes and Solutions – Infinity Press*
Insecurity: A threat to Human Existence and Economic.....www.researchgate.net.publication