

Implication of Insecurity on Administration of Educational Institutions in South-East Geo-Political Zone of Nigeria

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Abstract: Nigeria is faced with insecurity challenges and these insecurity problems are mostly pronounced in the North-East and South East geo-political regions of the Country. The insecurity challenges have penetrated into the educational institutions across the regions. This paper discussed the implications of insecurity on administration of educational institutions in the South-East geo-political zone of Nigeria. We used qualitative and quantitative data in the paper. The data were sorted from both print and online publications. Unstable academic calendar, disruption of programme implementation, learning programme, suspension of examinations, brain-drain, reduction in number of teachers, low investment in education, suspension of extra-curriculum activities and reduction in financing of education were identified as the implications of insecurity on administration of educational institutions in the South-East geo-political zone of Nigeria. The paper recommended among other things political solution to address the insecurities challenges in the region.

Keywords: Administration, Educational Institutions, Implication, IPOB, South East.

Introduction

There are many definitions of insecurity. For Ubong, (2016) insecurity occurs whenever people have a feeling of self-doubt, or feel vulnerable and susceptible to injury or harm particularly for a sustained period, insecurity is at work. Onifade, Imhonopi & Urim (2013) see insecurity as a situation where human and national security of a state is compromised by internal or external forces or interests exacerbated by the formers' weak or poor economic, military and/or human resource development conditions. They went further and observe that it is the lack of or inadequate freedom from danger. This definition reflects physical insecurity which is the most visible form of insecurity, and it fits into many other forms of insecurity such as economic security and social security. Achumba, Ighomereho & Akpor-Robaro, (2013) define insecurity as the antithesis of security and has attracted such common descriptors as want of safety, danger, hazard, uncertainty, want of confidence, state of doubt, inadequately guarded or protected, instability, trouble, lack of protection and being unsafe, and others. Insecurity is a threat to school administration. Insecurity can hamper the development of education.

Concept of Administration

Administration is the application of organization resources for the achievement of organizational objectives. Administration is found in all institutions. In education, generally, we have school administration and in specific, we have university administration, secondary school administration and basic school administration. Ogunode & Ahaotu (2021a) defined school administration as the internal administration of the school that deals with day-to-day planning, organizing and coordination of the school activities with the aim of achieving its objectives. School administration is the indoor operation of the activities and programme of the school for the purpose of realizing its objectives. Ogunode & Ahaotu (2021) observe that school administration deals with school programme planning, fund allocation for programme implementation, instructional supervision, staff administration, students' administration, plant administration, teaching and learning administration, human resources administration and facilities maintenance. Basic education school administration is the systematic way of using the school resources for the execution of the school programme and for the purposes of realizing the objective of the school objective. School administration is key to the development of school. The realization of school administration hinges on a peaceful environment. No any meaningful school administration can thrive under insecure environment. Conducive teaching and learning environment and peaceful environment is key to the development of education. Insecurity is a threat to effective school administration. Abdulrahman (2018) opined that, school administration is associated with the day to day running of schools having appointed officers. According Learn.org (2018), school administration is overseeing the daily operations of Schools, Colleges, Universities, Day Care Centres and Preschools. Abdulrahman (2018) observed that these administrations oversee the school's development as well as the welfare of its students and faculty. More often, they are also the only entity that bridges the relationship between the school and the community. Johnson (2012) explains that school administration is the school's main governing body, and it plays a major

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part in making decisions related to students, faculty and the school's overall status. There are several types of school administration, depending on the school's nature.

Concept of Sit at Home order

Ogunode & Chijindu, (2022) defined sit at home order as a strategy adopted by non-state actors to press for the releasing of their president arrested by the Nigerian government. Sit at home order is a threat action to force the government to release their leader that was arrested by the Nigerian government. Sit at home order is an order of restriction given within a region and enforcing illegally by non-state actors to violently demand the release of their leader from the Nigerian government. The Indigenous People of Biafra (IPOB) first introduced the sit-at-home order in the Southeast to add pressure to their quest for the actualization of an independent nation of Biafra and to show that most people in the Southeast support their quest for freedom. It soon transformed into a tool for achieving other goals, including raising of awareness for other Biafran-related issues and, of recent, it has become a tool to draw attention to the plight of the leader of IPOB, Nnamdi Kanu. Ogunode & Chijindu, (2022) cited Ugwe, (2022) who reported that in August, 2021, IPOB introduced the order to put pressure on the Nigerian government to release its leader, Nnamdi Kanu, who is standing trial before the Federal High Court, Abuja, for treason and terrorism. He went further to observe that IPOB initially declared the holiday for Mondays but later extended it to every day Mr Kanu appears in court. Since then, the South-east has become a ghost region with all businesses shut down on such days and every Monday as residents stay at home, mainly out of fear of attack. Gunmen have been attacking traders and commuters across the region who flouts the order. They have killed many people and set ablaze goods worth millions of naira for being sold or transported on such days (Ogunode & Chijindu, 2022).

Reasons for Sit at Home Order

There are many reasons for the introduction of sit at home order in the south –east geo-political zone of Nigeria by the Indigenous People of Biafra (IPOB). Some of the reasons according to Ogunode & Chijindu, (2022) include;

To Protest Against the trial of their President

Ogunode & Chijindu, (2022) cited Okah (2021) who submits that the Indigenous People of Biafra (IPOB) declared that residents of the South-east would observe what it called “sit-at-home” order, to protest against the trial of its re-arrested leader, Mazi Nnamdi Kanu, by the federal government over various offences bordering on treason, incitement and others. According to the group, shutting down of shops, schools, public and private sectors every Monday will force the federal government to drop all charges against the IPOB leader and even consider granting the separatist group’s wish to secede from Nigeria. According to IPOB as reported by Sunday (2021): “We the global family of the Indigenous People of Biafra IPOB (IPOB) ably led by our great leader Mazi Nnamdi Kanu, wish to announce to all Biafra citizens, friends of Biafra and lovers of Biafra freedom and independence that IPOB leadership has declared every Monday “ghost Monday”. This declaration took effect from Monday, August 9, 2021. “We wish to state full details of this coming ghost Mondays every week, our people must understand that it was designed to show the world how serious we are towards this fight for Biafra freedom and independence, everybody must adhere to this clarion call put in place by the leadership of IPOB and it would be good for everyone to know that IPOB will not relent until Biafra is fully achieved. “We declare every Monday sit- at-home throughout Biafra land until our leader Mazi Nnamdi Kanu, regains his freedom. The federal government must allow him access to his personal physicians, and allow him to sign documents given to him by the British Government to provide him consular assistance. This peaceful protest will continue once every week until our demands are met.

Actualization of an independent nation of Biafra

Another reason is to achieve the goal of the group. Ogunode & Chijindu, (2022) who cited Mike (2022) and reported that the Indigenous People of Biafra (IPOB) first introduced the sit-at-home order in the Southeast to add pressure to their quest for the actualization of an independent nation of Biafra and to show that most people in the Southeast support their quest for freedom. It soon transformed into a tool for achieving other goals, including raising of awareness for other Biafran-related issues and, of recent, it has become a tool to draw attention to the plight of the leader of IPOB, Nnamdi Kanu. Other reason according to Ogunode & Chijindu, (2022) and Jude (2022) include, to specifically draw the attention of the government to southeast region and create awareness of the group objectives nationally and internationally.

Implication of Insecurity on Administration of Educational Institutions in South-East Geo-Political Zone of Nigeria

In this paper, the points below would be considered as the implications of insecurity on administration of educational institutions in the South-East geo-political zone of Nigeria; unstable academic calendar, disruption of teaching programme implementation, learning programme, suspension of examinations, brain-drain, reduction in number of teachers, low investment in education, suspension of extra-curriculum activities and reduction in financing of education.

Unstable Academic Calendar

The problem of insecurity in the south east region of Nigeria is among the factors responsible for unstable academic calendar in the various educational institutions in the zone. Ogunode & Chijindu (2022) reports that the insecurity in some parts of the south east states is causing many schools in the areas to experience unstable academic calendar. For instance, Ogunode (2022) submits that Basic schools in the region are always closed down whenever the sit at home is declared and this is affecting the academic programme of the schools. At the secondary school administration, Ogunode, Umeora & Olatunde-Aiyedun, (2022) observe that many secondary schools in the region do not go to school on Mondays depending

on the states where sit at home order is declared. Higher institutions located in the region are not exempted from the challenges of the insecurity. Ogunode & Ukozor (2022) assert that higher institutions in the area especially the universities do not carry out academic activities on sit at home days because of fear of attack by the members of Indigenous People of Biafra (IPOB). Obi (2021) laments that the insecurity problem in the region has grounded all school activities in the zone. Ogunode & Ukozor (2022) points out that higher education administration in the south-east geo-political zone has been disrupted by the insecurity challenges facing the region especially the sit at home order by the Indigenous People of Biafra (IPOB). Higher education administration refers to organized activities or programme that deals with arrangement of both human and materials within the institution with the aim of achieving the institutional goals and objectives. Some higher institutions especially the universities have suspended academic activities every Monday due to the sit at home order in the region. Onu, (2022) submits that many students and lecturers cannot come to school because of the insecurity. The Nation learnt that students and lecturers were willing, but it was difficult to access the institution because drivers to take them to the campus were not available as a result of the sit-at-home. Besides, the Vice Chancellor, Prof. Charles Esimone said, she did not want to risk the lives of students or lecturers. Both Igbariam and Uli campuses of the Chukwuemeka Odumegwu Ojukwu University, Anambra State, always witnessed skeletal academic activities on Mondays.

Teaching Programme Implementation

Educational institutions are established to implement teaching programme. The teaching programme is one of the major tasks of the educational institutions to execute. The teaching programme of most educational institutions in the region has been disrupted by the various insecurity challenges in the region. Education institutions in the zone do not go to schools every Mondays due to the sit at home order. This sit at home order has affected all the educational institutions in the region. For instance, at the Basic schools, Ogunode & Chijindu (2022) submit that most Basic schools in the zone are affected by insecurity problem especially the sit at home order while Ojewale, & Onuoha, (2022) and Ogunode, Umeora & Olatunde-Aiyedun, (2022) opine that secondary school teaching programme are suspended on the days sit at home are declared. The insecurity challenges facing Nigeria especially the south-east geo-political zone are affecting the implementation of teaching programme in some post-basic education and career development (PBECD) in the region. Due to the high rate of criminal activities and sit at home order directive by the IPOB in the zone, some post-basic education and career development (PBECD) schools have suspended teaching programme (Ogunode, Umeora & Olatunde-Aiyedun, 2022). The sit at home order prevents teachers and students to go school every Mondays. At the higher institutions, the story is the same, Ogunode & Ukozor (2022) states that higher institutions and the universities in the area suspended their teaching programme on the sit at home days in the zone.

Learning Programme

The learning programme of most educational institutions has been disrupted by the various insecurity challenges facing the learning. The learners or students are regarded as the king of the school. Because of importance attached to the learners, every educational institutions designed programme for the learners to promote their learning in the schools. These learning programmes are suspended in the region due to insecurities problems. Learners or students are forced to stay at home for some days because of sit at home order. Clashes between police and other security agencies with members of IPOB cause fear on the students in the zone. Ogunode & Ukozor (2022); Ojewale, & Onuoha, (2022) and Onus (2022) concluded that teaching and learning activities of most schools have been disrupted by insecurity crisis in the zone. Okeoma, Ede and Nnachi, (2021) stated that private and missionary schools have shut down in Imo State as a result of the sit-at-home ordered by the Indigenous People of Biafra on Monday, May 31, 2021, throughout the South-East region. The schools asked the students to stay at home for the period to avoid any casualty.

Suspension of Examinations

Educational institutions are known for writing exams. These exams can be internal or external. The insecurity challenges in the south east zone have forced many educational institutions to suspend their internal and external exams. At the Basic schools, Ogunode & Chijindu (2022) and Ogunode & Ukozor (2022) report that some students were forced to leave examination hall while in some states in the south east, students were unable to write their junior waec examination. Many students were stopped from writing their external examination as reported by (Alozie 2021). The insecurity challenges in the region has grounded most school examinations. Obi (2021) laments that the situation is not good for the students. It can affect their performance in the examinations. Ogunode, Umeora & Olatunde-Aiyedun, (2022) opine that internal exams of most post-basic education and career development (PBECD) schools in south east zone have been suspended because of insecurity problems. In Nigeria, post-basic education and career development (PBECD) schools write first term, second term and term internal examinations. Some of these internal exams in some states across the region have been disrupted. Ogunode, Umeora & Olatunde-Aiyedun, (2022) and Obi (2021) posit that internal exams that fall within the sit at home order are suspended because of fear of attacks from the agitators namely Indigenous People of Biafra (IPOB) stock or of those called Eastern Security Network (ESN). Ogunode, Umeora & Olatunde-Aiyedun, (2022) and Owuamanam, (2021) stated that gunmen suspected to be members of the Indigenous Peoples of Biafra (IPOB) on Monday stormed the Comprehensive Secondary School, Nkume in Njaba Local Government Area of Imo State and stopped students from taking their examination. Blueprint (2021); Chukwudi, (2021); Emeje, (2021) and Owuamanam, (2021) submitted that the students were preparing to sit for English in the ongoing Junior Secondary School Examination before the gunmen forcefully dispersed them. Onu (2021); and Olatunde-Aiyedun (2021) further buttressed that these security challenge has been a major setback in achieving academic excellence among learners.

Brain-Drain

The insecurity in the region of south east is among factors responsible for massive movement of professional teachers from the region. Many teachers are leaving the zone because of fear of been attack by IPOB. Many private schools have lost their teachers that have relocated to other peaceful states. Teachers in federal institutions are also requesting for transfer of services to other states outside the region because their lives and properties are not safe and guaranteed again in the region. Many private higher institutions have also lost their staff to the problem of insecurity in the area. The insecurity problems in the south east region have caused brain-drain problems in most private and public secondary schools (Ogunode, Umeora & Olatunde-Aiyedun, 2022). Emeje (2021) and Ogunode, Umeora & Olatunde-Aiyedun, (2022) submit that the continuous enforcement of the sit-at-home order, which IPOB claimed it had suspended, has led to loss of lives, destruction of properties worth millions of naira, brought untold hardships upon the region and affected the psyche of the people negatively. Because of the high level of insecurity challenges in the zone, many teachers, lecturers and school administrators have left some of the states to close by peaceful zones. Many private school teachers both at the primary and post-basic education and career development (PBECD) schools have resigned their appointment due to the insecurity problems that have engulfed the region. Owuamanam, (2021); Obi (2021) and Ogunode & Ukozor (2022) observe that many private school teachers have resigned their appointment and relocated to other zones in the country while those in federal public schools are seeking redeployment to other states in the federation.

Reduction in Number of Teachers

The insecurity problems in the south east geo-political zone has led to death of many professional teachers in the zone reducing the number of professional teachers in the country. Many teachers and students have been killed and kidnapped for ransom by criminal elements in the region. A professor in one of the states was reported killed by unknown gunmen (Ripples 2021). Local daily also reported that another lecturer was kidnapped while another daily submitted that a lecturer in one of states in the region was killed by unknown gunmen. These killings are reducing the number of academic staff in the Nigerian universities that have been described as inadequate by Ogunode, Ahaotu & Obi-E, (2021); Ogunode, Ukozor, & Jegede (2022) and Ogunode, & Samuel (2022).

Low Investment in Education

The insecurity facing the south east geo-political zone is reducing investment in the educational institutions. Many investors planning of establishing private schools especially the universities in the region will be discouraged to invest their capital in such region where people are running away from. The insecurity challenges in the region are causing the region billions of naira every year because investment only thrives in a peaceful environment.

Extra-Curricular Activities

At the secondary schools, Ogunode, Umeora & Olatunde-Aiyedun, (2022) posit that extra-Curricular Activities of many post-basic education and career development (PBECD) schools in some states in the region have been suspended due to the fear of attacks and insecurity problems facing the zone. Extra-curricular activities are special programme of post-basic education and career development (PBECD) schools. They are designed to promote the affective motor and psyche-motor domain of the students. These activities include inter-house sports, competition, excursion programme, among others (Ogunode, Umeora & Olatunde-Aiyedun, 2022; Ogunode, Olatunde-Aiyedun & Akin-Ibidiran, 2021). Most of these extra-curricular activities of post-basic education and career development (PBECD) schools in some states in the region have been suspended due to insecurity and unstable academic calendar of the schools. Ogunode, Umeora & Olatunde-Aiyedun, (2022) and Nnachi, (2021) state that the sit-at-home order declared by the Indigenous People of Biafra, on Thursday, brought economic activities in Abakaliki, Ebonyi State capital and its environs to a halt today. The exercise, which recorded total compliance in the state, saw the shutdown of both public and private schools, markets, banks and shops. It was also observed that neither civil servants nor students were seen going to work or school, on Thursday, in the state. Ogunode, Umeora & Olatunde-Aiyedun, (2022) and Okah (2021) concluded that as it is, every Monday, while pupils and students and teachers in different parts of the country attend schools, their counterparts in the South-east avoid going to school in order not to fall victims to the overzealous adherents, thereby drawing back the education of the people from the region. Ogunode & Chijindu (2022); Ogunode & Ukozor (2022); Ogunode, Umeora & Olatunde-Aiyedun, (2022) and Obi (2021) concluded that the insecurity problems in the region is affecting the school programme and activities.

Education Financing

The insecurity in the south east geo-political zone of Nigeria may affect the funding of education in the region. The funding of education depends on the total revenue of the country or state. Whenever, the revenue is affected, it also affects the funding of other institutions in the country or state. Ogunode, Umeora & Olatunde-Aiyedun, (2022) submits that the insecurity problems facing the entire south-east zone has implication on the revenue generation of the region. The insecurity challenges has affected the revenue generation of the states in the zone. The reduction in the revenue generation in the region has affected the funding of education because the state revenue determines what goes to the various sectors in the states and region (Olamoyegun, Olatunde-Aiyedun & Ogunode, 2022). Ogunode, Umeora & Olatunde-Aiyedun, (2022) cited Prime business (2021) who submits that on September 15, 2021, Ebonyi State governor and chairman, Southeast Governors' Forum, Engr. Dave Umahi, stated that the Southeast cumulatively loses N10 billion for every sit-at-home Monday enforced by the Pro Biafran Movement. This loses will definitely affect the budgetary allocation of the various States in the region. This definitely affects the funding of ministries and agencies in the states in the region. Akintunde, &

Selzing-Musa, (2016); Ogunode, & Ahaotu, (2021) and Ogunode, Ahaotu, & Obi (2021) acknowledged that insecurity is affecting the development of education in Nigeria.

Recommendations

Based on the problems identified in this paper, the following recommendations were made:

1. Political solution should be adopted by the federal government and state government to solve the various insecurities in the zone.
2. State government should be allowed to have their own state police. This will help to reduce the insecurity problems in the region.
3. The federal and state governments should come up with policies to address all issues responsible for the high rate of insecurity in the south-east zone e.g. employment creation.
4. The federal and state government should fund security agencies properly. Modern weapons should be acquired for the security men to protect the citizens.
5. The state government in collaboration with the security agencies should provide relevant training to vigilante groups, including neighbourhood watch members and the Forest guards to secure communities in the state including schools.
6. The state government in collaboration with different security agencies should make sure that the forests and bushes are always combed of criminals and marauders in order to make the bushes safer for the farmers and other forest users.
7. The school administrators and teachers should be trained on security tips to ensure that once children are in school, they have to monitor to prevent them from loitering outside the school and to also be watchful to know the kind of visitors that come to the schools.

Conclusion

This paper discussed the implications of insecurity on administration of educational institutions in the South-East geopolitical zone of Nigeria. The paper identified unstable academic calendar, disruption of teaching programme/implementation, learning programme, suspension of examinations, brain-drain, reduction in number of teachers, low investment in education, suspension of extra-curriculum activities and reduction in financing of education as the implications of insecurity on administration of educational institutions in the South-East geo-political zone of Nigeria. Political solution, state police, employment creation, adequate funding of security agencies, combing of forests and bushes of criminals, and school administrators and teachers capacity development strategies were suggested in the paper to tackle the insecurity problems in the region.

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