

An Assessment of Economic Implications of Insecurity on Education in Zamfara State, Nigeria

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ABSTRACT

The study assesses economic implications of insecurity on education in Zamfara State, Nigeria. It is obvious that the level of insecurity in Nigeria and Zamfara state in particular affects all natural endowments, most importantly lives, properties, and education system among others. Data were collected using close ended questionnaire and analyzed using the frequency tables, chi-Square test and simple regression analyses. The result of the study revealed that, there are significance economic implications of insecurity on education in Zamfara State. The study further indicates there is significance relationship between insecurity and education in Zamfara state. The study recommends that government should put more efforts in reducing rate of insecurity, through political stability and rule of law principles. The study also recommends that, government should try and bring the rate of corruptions to a minimum level to reduce the rate of insecurity and achieve sustainable development in education systems and agricultural production by provide enabling environment by empowering the local security outfits with all the necessary equipment and materials.

Keywords: Economic, Education, and Insecurity

INTRODUCTION

The last two decades have seen tremendous increase in insecurity globally. Nigeria, like much other country continues to grapple with multiplicity of security threats, with kidnappings and banditry on the rise nationwide. Boko Haram, a terrorist organisation based in Nigeria, has been a major driver of insecurity in the country, perpetrating violent attacks and causing widespread displacement. As of 2022, there were an estimated 3.6 million internally displaced people and in a four-year window period between 2020 - 2023 a total of 14,437 abductions and 16,558 deaths were recorded across the whole of Nigeria, (see International Organisation for Peace building and Social Justice, PSJ, 2024).

The education sector in Nigeria faces significant challenges, including limited access to quality education, inadequate infrastructure, and a shortage of qualified teachers. The consequences of insecurity in Nigeria are far reaching, affecting social cohesion, economic development, and political stability. In particular, insecurity exacerbates the already precarious state of the education sector, disrupting learning environments, displacing students and teachers, and hindering educational attainment (PSJ, 2024). Nationwide, many schools are being shut down as a result of repeated attacks which have subsequently led to a substantial proportion of children out of school. Nigeria is presently host to one of the largest proportions of out of school children accounting for 15 percent of the total global population. In the Northeast alone, the number of out of school children currently stands at 1.6 million (PSJ, 2024).

Furthermore, according to Punch ng (2021) about 800 students, including those attending higher institutions, have been abducted in coordinated attacks on schools in mostly northern states. The breakdown includes 344 schoolchildren of Government Science Secondary School, Kankara, and 80 pupils of Islamiyya School,

Mahuta, both in Katsina State; 27 boys at GSS College, Kagara, Niger State; 279 schoolgirls of Government Girls Secondary School, Jangebe, Zamfara State; 39 students at the Federal College of Forestry Mechanisation, Kaduna; and 23 students at Greenfield University, Kaduna; and three students at the Federal University of Agriculture, Makurdi, Benue State.

In Zamfara state there are series of recent adoptions of Schools in the State. For instance, on 26 February 2021 gunmen abducted over three hundred (300) students of Government Girls Junior Secondary School Jangebe in Talata-Mafara Local Government Area as reported by (British Broadcasting Corporation, 2021). In addition, on 23 November 2021, the police command in Zamfara state reported that it rescued twenty-four (24) persons, including five (5) students kidnapped while writing their senior secondary school certificate in Shinkafi Local Government Area of the state as reported by (Daily Post, 2021). Furthermore, then State Governor Bello Matawalle in his briefing announced that all schools in the state must be closed with immediate effect as the activities of the gun men have made the schools across the state a soft target (Salaudeen, 2021). Imagine a state without functional educational institutions to build its future leaders to propel economic development and growth.

Despite efforts by national and international actors to address insecurity and education challenges, progress has been limited. Responses to insecurity have included military operations, peace negotiations, and counterterrorism initiatives, while efforts to improve education have focused on policy reforms, infrastructure development, and capacity building (PSJ, 2024). It is however, evident, that across the board, collective efforts have failed to provide sustainable and lasting solutions to the problems. It is further evident from findings in the report by (Daily Post, 2021) that Nigeria has found itself at a critical juncture where there is an urgent need to re address the problems being caused by insecurity and education crises (PSJ, 2024). If these issues are not urgently addressed, Nigeria will find itself in a place where a generation of adults will be unable to compete in the labour market both at home and at the global level. Worse still, is that this will have serious consequences for the overall development of the country and any efforts to eradicate poverty (PSJ, 2024). It is against this background, the paper tends to answer the following research questions:

1. Is there any Economic implications insecurity on education in Zamfara State?
2. What relationship exists between insecurity and education in Zamfara State?

Objectives of the study

The general objective of the study is to assess economic implications of insecurity on education in Zamfara State. The specify objectives are as follow:

1. To investigate impact of insecurity on education in Zamfara State
2. To examine the relationship between insecurity and education in Zamfara State

Based on the above objective, the paper's hypotheses are stated below

1. H_{01} : There is no significance impact of insecurity on education in Zamfara State
2. H_{02} : There is no significant relationship between insecurity and education in Zamfara State

Conceptual Review

Concept of Insecurity

Insecurity is signifies danger, hazard, uncertainty lack of protection, and lack of safety (Ndubuisi-Okolo & Anigbuogu, 2019). To Obarisiagbon and Akintoye (2019) insecurity generally refers to the absence of resistance to or protection from harm, peaceful co-existence and development at large. Obi (2015) defined insecurity as a chronic threat to human life, territories, states, religious beliefs, properties and institutions among others.

Impact of Insecurity on Nigerian Education

Accounting to Esther & Ahon (2024), there are many negative impact of insecurity on education in Nigeria. These include,

Reduction in private investment on education

Investments from private and public institutions have been reduced due to the problem of insecurity across the country. Insecurity in Nigeria has prevented completion of many projects in educational institutions. Many Contractors have abandoned site because of fear of been attack and kidnap by bandits and criminal elements. Private investors have been discouraged to invest in the educational sector and this has affected education development in Nigeria (Esther & Ahon. 2024).

Unstable academic calendar

Insecurity in Nigeria has led to unstable academic calendar in educational institutions. Educational institutions in North-East, North-west and South-East Nigeria have experiences unstable internal academic calendar due to the high rate of insecurities in the various states of the regions. The inconsistence nature of school calendar in Nigerian educational system is no longer news. It is a common occurrence that one higher institution, secondary school or primary school is closed down due to internal crisis or attacks from bandits. Authorities in North-West, Nigeria had shut down more over 4,000 public primary schools across the state, and over 4,000 public secondary schools were among the closed down schools (Esther & Ahon. ,2024).

Reduction in education manpower

Insecurity in North-East and North-West and other parts of the Nigeria have led to the killing of teachers and kidnapping of others. Nejo (2021) observed that the Academic Staff Union of Secondary Schools has called for lasting solution to the insecurity across the country, particularly, incessant attacks on schools leading to killing and kidnapping of teachers and students for ransom; as well as the spate of assaults on teachers. ASUSS Central Working Committee lamented that the sordid scenarios were affecting teachers' productivity adversely and negatively impacting on education in the country (Esther & Ahon. ,2024),

Reduction in students' enrolment into schools

Insecurity in Nigeria has also affected students' enrolment, retention and education completions. Many children due to continuous attack on their schools have decided to leave schools. Some due to fear of been kidnapped, their parents stop them from schooling. Many parents and guardians in Northern Nigeria have lost interest in sending their children to schools due to incessant attacks by the bandits and kidnapping of school children for ransom (Ukozor, 2024). Ogunode, Godwin and Unoaku (2021) submitted that the continuous attacks on educational institutions in the North by Bandits and Boko Haram is discouraging parents to send their children to school because, they are afraid of attacks.

Theoretical Framework

Securitization Theory

This theory was developed by Buzan, Waever & Wilde in 1998 from Copenhagen School. The term securitization is the processes by which state actors transform subjects into matters of security concern that allow extraordinary measures to be taken in matters of security (Ossai, 2022). Securitization is largely used in military, political, economic, societal and environmental studies. However, it has recently begun to be applied in the field of education in discussing school security (Jacob et al., 2021).

The securitization framework allows for a threat to be probable and protracted and endangers the existence of the nation. Buzan et al. (1998) considered an existential threat as one that requires immediate solution and if not tackled, everything else becomes irrelevant as we may not have the opportunity to deal with the resulting consequences. Securitization theorists postulated further that when a subject is essentially securitized, it will attract a higher degree of attention and resources toward it despite the existence of other subjects.

EMPIRICAL LITERATURE

Bello and Abdullahi (2021) examined farmers–herdsmen conflict, cattle rustling, and banditry in Anka and Maradun local government area of Zamfara State, Nigeria. Their study examined the influence of farmers–herdsmen conflicts on cattle rustling and banditry, and vice versa. Exploratory research was employed; focus group discussion (FGD) and key informant interview (KII) were used to collect primary data from the respondents. The data generated were transcribed and recorded verbatim (word-for-word account of verbal interview) and they were converted into written form. Data were enumerated and thematic analysis and categorization were provided. Secondary data were sourced from internet and relevant books. This study adopted the environmental resources scarcity and frustration-aggression theory. The findings of the study revealed that farmers–herdsmen conflict precipitates the acts of cattle rustling and banditry. It also revealed that conversely cattle rustling and banditry contributed to the farmers–herdsmen conflict in the local government area of Zamfara State. Their study discovered that the synthesis of farmers–herdsmen conflicts, cattle rustling, and banditry pose serious threat to the safety and security of the people. The researchers recommended that there should be an introduction of grazing reserves equipped with adequate social amenities and that there should be policies capable of enhancing herders’ transformation from traditional to the modern method of animal husbandry. They also suggested that various factors responsible for farmers–herdsmen conflict, cattle rustling, and banditry should be properly managed by traditional and religious leaders.

Chinedu A. N. *et al.* (2019) investigated insecurity and the Nigeria school system: The securitization option for sustainable development. They employed vector autoregressive model that estimated for Aggregate School Enrollment (LAGSE), Aggregate Recurrent Security Expenditure (LRSEX), Government Expenditure of Education (LGXE) and Real Gross Domestic Product (LRGDP) utilizing annual data spanning between 1981 and 2016. Their result of the impulse response functions (IRF) showed that at impact, shock to LRSEX will cause LAGSE to permanently rise above equilibrium level throughout the forecast horizon. This implies that school security will attract more children to enroll in schools. A shock to LGXE will cause an initial decline on LAGSE but rises above equilibrium level after three years. This implies that investment in education only positively affect school enrollment after three years and remained so throughout the forecast horizon. A shock to LRGDP will cause an initial decline on LAGSE but rises above equilibrium level after about four years. However, the effect becomes negative about nine years later. This implies that growth in the real GDP does not guarantee increase in school enrollment. Furthermore, their result of the pairwise granger causality also shows that there is a unidirectional causality running from LRSEX, LGXE and LRGDP to LAGSE. They recommended that government should implement policies that will improve security, education expenditure and national income in order to improve school enrollment.

Ishaq, A.B. *et.al* (2019) examined the relationship between state of education and insecurity in Nigeria. It delved into the contributory factors of insecurity in Nigeria. They adopted survey research design for the study. One hundred and fifteen (115) respondents were randomly selected across the six geo-political zones in the country. The selection was done through the distribution of the research instrument, questionnaire, titled “Education and Insecurity Assessment Scale (EIAS)”. The instrument was designed by the researchers, and constructed in a 4-point likert scale format. Data obtained for the study were analysed using the descriptive statistics of frequency counts, mean (\bar{x}) and simple percentage. The Pearson Product Moment Correlation was used to test the formulated hypotheses. The study revealed inadequate education as the root cause of insecurity and; significant relationship between inefficacious education and insecurity associated with penury, unemployment, corruption, kidnapping and insurgency in Nigeria. Based on the findings of the study, accordance of education priority in the national budget, and creation of effective database in Nigeria among others are recommended.

Mohammed and Bah (2020) examined the effects of Boko Haram insurgency on education in north-eastern Nigeria by employing qualitative methods, whereby secondary source of data were extensively used. Historical records and descriptive method was used. It examined numerous effects of Boko Haram insurgency on education to include; Fear and Anxiety, Trauma, adjustment problems, , Reduction in attendance of Students, decline in academic performance of students, Loss of Teachers, Destruction of school Infrastructures, and Recruitment of School Children for Child Soldiers and suicide bombers. Conclusion and Recommendations were also made. Their paper recommends among others that; there are needs for allocation of enough funds to various educational institutions; and that all schools should be properly secured with fences and security personnel especially those in the boarder community and rural areas; Peace and security studies should be incorporated into Nigerian school curriculum. They further recommended that there is need for Non-Governmental organization to provide mental health and psychosocial support for affected individuals especially those that are traumatized.

Muhammad and mohammad (2019) examined the effects of insurgency on Education in North western Nigeria: A case study of Yobe State of Nigeria. They employed the use of descriptive statistics. Their result revealed that insurgency has a negative substitution multiplier effect on education. They recommended government should provide employment opportunities for the citizens and encourage them to be self-reliant.

Nadama (2019) investigates impact of armed banditry on the Internal Security of Zamfara State. The study adopts the Queer Ladder Theory (QLT) as its analytical framework. Moreover, the study has revealed the factors responsible for armed banditry in the state, viz; Unemployment, Poverty, Injustice by traditional fathers, Drug abuse, Vulnerability, Disperse settlement, Huge financial benefits, Proliferation of fire arms, Poor nature of security at the border, Cultural conflict and Out of Court/Police settlement. They recommend, among other things, adoption of Conflict Resolution Mechanism and Amnesty as well as Socio-economic policies that would lead to the rehabilitation and reconstruction of the affected communities.

Onime (2018) examines the effect of insecurity on economic growth in Nigeria. Apart from its direct effect on the populace, it also affects the economy. Using elements of descriptive qualitative analysis and data from secondary sources, they analyzed its effect on some economic parameters. The analysis showed that insecurity affects economic growth by drying-out investments, increases unemployment and dwindles government revenue, amongst others. Despite these effects, government capital expenditure on internal security did not grow astronomically to match the hydra-headed problem. They therefore recommended an increase in capital expenditure on internal security and conclude with a discussion of some policies to be designed and targeted at addressing the economic effects of insecurity.

RESEARCH METHODOLOGY

This paper employed survey research designs. The targeted population of the study comprised the most vulnerable Local Government's Primary, Secondary and Tertiary Schools. These include, Anka, Birnin Magaji, Bungudu, Bakura, Kaura Namoda, Maru, Maradun, Shinkafi, Talatar- Mafara, and Zurmi. However, according to educational data summary (NEMIS,2021) the total number of population (primary, Secondary Schools and Tertiary institutions) is 2180 in the state .Furthermore, the study employed a multi-stage sampling technique which involves taking samples in stages using the smaller and smaller unit at each stage (Sekaran & Bougie, 2016). Taro Yamane sample finite sample formula was used to determine the sample size.

$$n = \frac{N}{1 + N(e)^2} = \frac{2180}{1 + 2180(0.05)^2} = \frac{2180}{1 + 2180(0.0025)} = \frac{2180}{1+5.5} = \frac{2180}{6.5} = 335$$

Where n = Sample Size, N = population for finite population and e= margin error (assume5%). Data were collected using a self-structured questionnaire. Random sampling technique was used to select the sample of 335 school Heads. Descriptive statistics were used. Descriptive statistics in form of frequency and percentage table while Chi- square and sample regression analysis were used in testing the hypotheses generated.

RESULT

Table 1: Socio - demographic characteristics of the respondents

Profile	Distribution	Frequency	Percent
Age in Year	21 - 30	55	16.4
	31 - 40	100	29.9
	41 - 50	150	44.8
	51 - above	30	9.0
Gender	Male	310	92.5
	Female	25	7.5
Marital Status	Single	26	7.8
	Married	309	92.2
L/G Areas	Anka	33	9.9
	Bungudu	33	9.9
	Bakura	34	10.1
	K/Namoda	34	10.1
	Maru	34	10.1
	Maradon	33	9.9
	Shinkafi	33	9.9
	Tsafe	34	10.1
	T/Mafara	34	10.1
	Zurmi	33	9.9
School Heads	Rector	2	.6
	Provost	3	.9
	Principal	165	49.3
	Headmaster	165	49.3
Academic Qualification	BSc/HND or Equiv.	215	64.2
	MSc/MA or Equiv.	100	29.9
	PhD or Equiv.	20	5.9
School Status	Primary School	165	49.3
	Secondary School	165	49.3
	Higher Institution	5	1.5

Source; Field work 2024

Table1 show that majority of the respondents 150 (44.8%) were in the age range of 41 to 50. 310(92.5%) are male. 309(92.2%) of the respondents were married. Majority of the Respondents are principals and Headmasters with a frequency of 165(49.3%) and 165(49.3%) respectively. 215(64.2%) of the respondents had their educational level up to BSc/HND or Equivalent.

Table 2: Chi-Square Tests:

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	670.000	9	.000
Likelihood Ratio	363.633	9	.000
Linear-by-Linear Association	310.016	1	.000
N of Valid Cases	335		

Source; Field work 2024

Test of Hypothesis 1

H₁: There is no significance impact of insecurity on education in Zamfara State

H₀: There is no significant Economic implication of insecurity on education in Zamfara State.

Interpretation:

From the above table, we can clear understand that it is pertains to the cross tabulation of economic implication of insecurity and education. Therefore, the following decision rule is used in drawing conclusion. According the table 2, Pearson chi - square has a value of 670.000 with the degree of freedom of 9 and asymptotic of significant 2 sided value of $0.000 < 0.05$. Therefore, we concluded that there is significant impact of insecurity on education in Zamfara state. Hence we reject null hypothesis and accept alternative hypothesis.

Table 3 ANOVA result for test of hypothesis

Model	Sum of square	Df	Mean square	F	P –value
Regression	156.610	1	156.610	2310.420	.000
Residual	22.572	333	.068		
Total	179.182	334			

Source; Field work 2024

Test of Hypothesis 1

H₁: There is significant relationship between insecurity and education in Zamfara State

H₀: There is no significant relationship between insecurity and education in Zamfara State

From ANOVA Table 3, the result indicated a rejection of the null hypothesis at 0.00 levels implying that there is significant relationship between insecurity and education in Zamfara State

DISCUSSION OF THE FINDINGS

This section discusses the findings in relation to literature reviewed. From table 2, Pearson chi - square has a value of 670.000 with the degree of freedom of 9 and asymptotic of significant 2 sided value of $0.000 < 0.05$. This clearly means that there is significant impact of insecurity on education in Zamfara state. Hence we reject null hypothesis and accept alternative hypothesis, this is because the probability value is less than 0.05, that is $P < 0.000$ level. This is implying that there is significant economic implication of insecurity on Education in Zamfara state.

In addition, according ANOVA table 3 shows that the null hypothesis is rejected at 0.00 levels of significance, this implying that there is significant relationship between insecurity and education Zamfara State. The result is consistent with the findings of Chinedu A. N. *et al.* (2019), Muhammad and mohammad (2019) and Ishaq, A.B. *et.al* (2019). The findings however, disagreed with the findings of Onime (2018), Nadama (2019), and Bello and Abdullahi (2021).

CONCLUSION AND RECOMMENDATIONS

On the basis of the above findings and analysis, it can be concluded that, the result of the study reveals that there is a significant economic implication of Insecurity on Education in Zamfara State, Nigeria. The result of the study further indicates that there is significant relationship between insecurity and education in Zamfara State, Nigeria.

Based on the findings, the following recommendations were suggested:

1. The Federal and state Government should address factors that lead to banditry such as poverty and unemployment by providing opportunities and development programmes to engage the youth.

2. Strengthening security measures, promoting inclusive governance, investing in education infrastructure, and enhancing access to quality education for all. By addressing the fundamental causes of insecurity and prioritizing education, Nigeria can work towards a more stable and prosperous future
3. Government should reduce rate of corruptions to the minimum level so as to reduce the rate of insecurity and achieve sustainable development in Education sector.
4. Furthermore, government should not have political interest in terms of national security, so that robust national security.
5. Awareness-raising campaigns in communities are needed to educate the populace about the importance of education. Incentives should also be introduced to encourage enrolment in schools.

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