



An assessment of the impact of insecurity on the enrolment and quality education delivery in the tertiary institutions in Sokoto State

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Abstract

This study is an attempt to investigate the effects of insecurity on the quality education delivery in tertiary institutions of Sokoto State, Nigeria. The study will use a descriptive survey design with a total population of 982,536 staff and students in the 8 higher institutions of learning in Sokoto state. The questionnaire was used to obtain data from the respondents. Three sets of questionnaire were developed and were responded to by students, lecturers and parents while the interview schedule instrument will be developed to be responded to by the administrators of the selected tertiary institutions and some officials of the supervising ministries of the selected tertiary institutions. In the same vein the study will use secondary data which will involve the cross examination of students' enrolment trend into the tertiary institutions for a period of 10 years to determine the inflow of students within the period. A purposive sampling technique was used to select four tertiary institutions located outside Sokoto Metropolis and a proportionate sampling will be used to select respondents from the selected institutions. A self-designed five-point Likert-scale questionnaire titled: Impact of Insecurity on Enrolment and Quality Education Delivery in Tertiary Institutions (IIEQEDTI) was developed for data collection for this study. This instrument was both content and face validated as well as its reliability established using a pilot study. The findings of the study revealed that insecurity had moderately impacted on the enrolment of students and quality education delivery in the tertiary institutions in Sokoto state. Thus, the students' enrolment found to have reduced by 30% and a 20% of boarding students turned to day students both of



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which have caused low enrolment and poor attendance with regard to those who turned to day instead of being boarding students. Similarly, insecurity have fairly affected the quality of education delivery especially where it was found that lecturers have merged their lectures, abscond lectures as well as delivers lectures under constant fear of being attacked by bandits and kidnappers on their home or at home. The study recommended for an increased security outfits and operation within and around the tertiary institutions in the state to ensure safety of both students and staff.

Keywords:

Insecurity, Enrolment, Quality Education Delivery, Tertiary Institutions, Sokoto State.

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Introduction

The security of lives and properties of the citizens is the bedrock of any meaningful development of any country in the world. It is a cardinal requirement for any development across all spheres of human endeavour. The prevalence of insecurity is recognized on a global scale, affecting nations worldwide without exception. Contemporary challenges such as insecurity, warfare, terrorism, and various forms of cross-border political violence are perceived as more menacing now than in the past, with a rise in civilian casualties. Education is regarded as the cornerstone of Nigeria's national progress, education faces a severe threat from the prevalent insecurity, as no nation can thrive or advance amidst such turmoil. There is no doubt insecurity is negatively affecting the educational sector in Nigeria (Ogunbunmi, & Olaoye, 2024). This has led to frustration among students, lecturers, school administrators, parents and government officials, with a decline in educational standards. Undoubtedly, the prevailing insecurity in the nation necessitates taking extraordinary measures to address this pressing issue. In Nigeria, the spate of insecurity challenges has traversed every facets of human endeavour with the education sector appearing most affected (Ogunode & Kolo, 2021). From the beginning of the incidences of insecurity threats in 2009 with the striking by the Boko haram insurgents in Borno state, the situation has been escalating day-in-day-out, which has culminated into a wildfire spread across the nooks and crannies of many states in Nigeria (Okanezi & Obitor 2023). Since then, attacks on schools, destruction of school facilities, kidnapping of students and the killing of teachers have been recorded. Popular of those incidences includes the kidnapped Chibok girls in Borno state, kidnapping of student of Yelwa Yauri in Kebbi state, the kidnapping of Kankara school students in Katsina state, kidnapping of students at the Federal University Gusau and students of a secondary school in Jangebe all in Zamfara state, a private University in Kaduna and many others (Abodunrin, 2024). Furthermore, the menace of these destruction of schools and kidnapping of students has led to closure of many educational institutions across many states in Northern Nigeria which includes Borno, Yobe, Gombe, Kaduna, Katsina, Zamfara, Sokoto and Kebbi states to

mention but a few. There is no doubt the negative impact of this development has been far reaching to the extent that some states like Zamfara could not even write the Senior School Certificate Examinations (SSCE) for a year or two due to incessant kidnappings of secondary school students resulting to a total closure of all secondary schools in the state (Ossai,2022).The situation is almost the same in Sokotostate which is the area of the study. In Sokoto state, at the beginning of the spate of insurgency especially in SabonBirni, Isa, Goronyo, Rabah and Wurno Local Government Areas in the Eastern part of the state, the state authorities were forced to start by first relocating all secondary schools along Sokoto-Niger border areas as well as those prone to insecurity challenges to the Sokoto metropolis. Currently, in Sokoto state virtually all boarding secondary schools in the local governments outside the Sokoto metropolis were merged in the boarding schools in the Sokoto Metropolis. As a result, schools are congested with no available facilities, teachers, accommodation and related matters. Similarly, with regard to the tertiary institutions in the state, sometimes in August 2023 a sporadic shooting by criminals was recorded in some parts of the main campus of the UsmanuDanfodiyo University, Sokoto. Although the situation was successfully contained and attacks to institutions reduced drastically by security agencies deployed by authorities. Meanwhile, these threats to security has been seen by many as having the potential of impacting negatively on the quality education delivery in the states owned tertiary institutions.

First, insecurity in the tertiary institutions is serious menace in that it can scare students from enrolling into tertiary institutions of higher learning as it affects enrolment of students especially girls in secondary and tertiary education institutions in states of the federation especially in the North East of the country. It has led to non-enrolment, withdrawal, rejection, dropping out of school, decay in infrastructure and a host of many effects that are unhealthy for the development of education in Nigeria.Secondly, the morale of teachers will be daunted as the spate of insecurity also affects their well-being since many of their colleagues were killed and some kidnapped for ransom. Many lecturers of tertiary institutions in neighboring state of Zamfarae.g one lecturer each at Colleges of Agriculture and Education in Bakura and Maru who were kidnapped served as points of reference. Thus, teachers also entertain fear that their lives are also at risk and may not keep pace with their statutory responsibility of teaching students in accordance with the timetable as many may abscond due to fear of the unknown.Thirdly, the parents are likely to entertain serious fear for allowing their children to stay in the school as boarding students to be able to concentrate adequately in their studies. Rather, they will prefer their children to stay at home and become day students that will affect their studies due to non-attendance and unavoidable absenteeism. As it were the state is already a disadvantaged one and parents have to fight seriously with their children to get them even attend school. If this situation is allowed to further aggravate, the matter may not only be for absenteeism, late coming but for total withdrawal of students by the parents for reasons of insecurity.Fourthly, insecurity has the tendency of affecting all government developmental plans about provision of its services and infrastructural facilities in its tertiary institutions. For instance, government may intends to make constructions in these schools but may be distracted by insecurity challenges in the areas. With this development,all tertiary institutions in the state will have their facilities improved or

protected from vandalism by hoodlums or criminals. Apparently, education plays a pivotal role in developing a country across all spheres. It holds a central position in the development process, permeating various aspects of nation building, serving as a crucial element in the enhancement of human resources, and reflecting the cultural values of society (Famous, 2023). Therefore, with these outlined issues, the reason for the selection of Sokoto state for the conduct of this study is obvious. From the beginning, Sokoto state was among the disadvantaged states in the federation where modern education came into after 70 years of its introduction in Nigeria. Similarly, the state by its geographical location is an international boarder state, fully agrarian in nature, sparse settlements, with its itinerant and nomadic inhabitants. These made Sokoto state strategic for the conduct of this study for the growth and development of education in the state and Nigeria in general.

Statement of the Problem

Presently, in Nigeria it is a common knowledge that the spate of insecurity is everywhere in the country's primary, secondary and tertiary institutions. The problem has reached an alarming rate that, the trajectory of the menace of attacks to schools especially tertiary institutions have had many students, lecturers, teachers, researchers and school administrators kidnapped and killed. Many educational institutions have shut down due to insecurity problems. External and internal examinations suspended in some states and tertiary institutions because of insecurity. Insecurity is threatening the development of education in Nigeria in many ways. It has led to reduction of pupils/students enrolment into tertiary institutions. Consequently, lecturers' morale is daunted, parents have withdrawn their children from hostels to become day students and this has the implication of many of these students not attending schools regularly, late coming to schools and classes, absenteeism and in the end total withdrawal and eventual drop out. In the same vein, lecturers who are also targets of the kidnappers and bandits have been scared extensively and which has the implication of resulting to even retiring or withdrawing their services as lecturers. The least of this problem is that many lecturers are now afraid of driving to schools as many of them are coming from their homes daily. This is very particular with those that comes daily from their towns or far away from it as the case of those who are on contract, sabbatical or visiting lecturers' appointment. Other problems include difficulties faced by the Sokoto state government in construction of developmental projects in these institutions due to insecurity as well as non-regularity of the tertiary institutions executives in attending to their duties and responsibilities due to insecurity threats within the areas of location of their institutions. No doubt, this has a serious implication to the delivery of quality education in those institutions.

Objectives of the Study

The main objective of this study is to examine Effects of Insecurity on the Enrolment and Quality Education Delivery in Tertiary Institutions of Sokoto State, Nigeria. However, the following are the specific objectives of the study:

1. To identify the extent to which insecurity affects the enrolment of students in the tertiary institutions in Sokoto state.

2. To identify the extent to which insecurity affects the quality education delivery in the tertiary institutions in Sokoto state.

Research Questions

1. To what extent is insecurity affecting enrolment of students into the tertiary institutions in Sokoto State?
2. To what extent is insecurity affecting the quality of education delivery in the tertiary institutions in Sokoto state?

Review of Relevant Literature

In Nigeria, it is no longer news that the spate of insecurity has grown wings and has become a household concern. The people and the government are all experiencing challenges in the management of the security challenges. It is an everyday affair, kidnapping and killing of people every day, destruction of properties worth millions of naira, loosing of huge sums of money to bandits and kidnappers through payment of ransom and many more. From the beginning of the problem, threats to education featured in the agitations of those who initiated the crises-BOKO HARAM insurgents that literally means 'Education is Prohibited'. From the name and actions of these insurgents, the concept of education featured prominently and thus, it is a truism that insecurity and its related concerns such as kidnapping, banditry and hostage taking for ransom started from that time. In the sphere of education and especially with the abduction of school pupils/students especially the Chibok girls in 2014 no fewer than 1,683 learners was kidnapped from various schools across Nigeria (SCI, 2023). Precisely, since then there have been 70 incidence of attacks on schools, over 180 school children were killed and nearly 90 injured, an estimated 60 school staff were kidnapped and 14 killed and till date more than 1/3 of the abducted Chibok girls are still missing or being held. This study shows that these attacks have long lasting consequences for communities and for children's access to education, often leading to the mass withdrawal of children from school and school closures. For example, in Katsina state alone, in the North- Western part of the country, nearly one hundred schools remain closed due to insecurity, affecting the education of thousands of children. Insecurity denotes the condition of being vulnerable to potential danger or harm as well as the probability of experiencing harm due to inadequate protection against risks (Ossai, 2022). Furthermore, insecurity pertains to a sense of feeling endangered or uneasy. This vulnerability could stem from either the negligence of authorities or a specific group in implementing essential security measures (Famous, 2023). This scenario often arises when law enforcement personnel lack sufficient education, training, remuneration, and motivation.

Ogona and Anele (2021) carried out a study on the State of Insecurity and its Effect on the Quality and Standard of Education in Nigeria. The findings of the study showed that the state of insecurity has reached an alarming rate in the education sector in Nigeria and was largely caused by incessant kidnapping, terrorist attacks, armed robbery, and cult and communal clashes within and the surroundings of educational institutions in the country. This has led to many lectures lost by students, destruction of many educational infrastructure, and

with a great toll on the quality of education delivery in educational institutions. Similarly, Innocent et al. (2022) examine the causes, forms, and consequences of insecurity in the Nigerian educational system with its implications for the management of education in Nigeria. Some of the factors and forms identified as aspects of insecurity found in the educational system includes physical violence, battery and assault, burning of schools or fire outbreaks, abduction and kidnapping of persons, false imprisonment and detention of students, armed robbery, stealing and trespassing, burglary and vandalism, rape, sexual harassment, and prostitution, bombings and school shootings. Similarly, the study identified loss of work force in educational institutions, poor quality of education, destruction of infrastructural facilities, and discouragement of educational pursuit by children, resort to foreign education, and internal displacement of learners among others as some of the consequences of insecurity on Nigerian educational system in Nigeria.

Coming to the area of the study, the state has been identified as one of the insecurity-ridden state. In fact, the Eastern part of the state covering basically the seven local government areas namely-SabonBirni, Isa, Goronyo, Wurno, Rabah, Gada and Illela are not even accessible by people as the areas have long been devastated by insecurity challenges. The federal government of Nigeria is working with its security personnel to recover the zone where communities are being displaced by bandits, people are being killed daily, farmlands and crops destroyed, farmers taken as hostages and so on. As it were, presently, this insecurity threats has so far spread to other local government areas of the state and has manifest itself in some tertiary institutions in the state. For example, quite recently, bandits murdered the Deputy Vice Chancellor of the UsmanuDanfodiyoUniversitySokoto on his way to Kaduna on the 24th June, 2024. Many students said that this incidence has left them in shock and depressed and they are struggling to concentrate on their academic activities at examination time. This death of the DVC has scared many students about insecurity in Nigeria, which in the opinion of many students education is falling apart by the killing of students and lecturers. In another revelation, many lecturers who spoke with the *University World News* said that they were distressed about the incident, stressing how insecurity is demoralizing academic excellence and productivity. This incidence remain a painful loss and constitutes a major blow to the University community causing emotional damage to academics, while causing setbacks in the performance of students. Presently, the Sokoto state government has tertiary institutions within insecurity prone locations such Gwadabawa, Tambawal and Wurno towns located in the same local government areas are attacked by bandits almost every other day. It is therefore pertinent to conduct this study with a view to analyze the situation and provide proactive measures to address the menace before it cause a serious harm on the state tertiary institutions and education in general in the state as well as Nigerian education system entirely.

Methodology

This study employed descriptive research design and is using a survey approach in its manipulation of research variables. The choice of this design is because the study seeks to find out the real situation of the phenomena in question. Essentially, this design provides for

an on-the-spot fact finding about the current situation of a policy, activity, practice or impact of some causative agents on a phenomena as it is. The study had all the eight tertiary institutions in Sokoto state, its staff and students as its population. These institutions are; Sokoto state University (SSU), Shehu Shagari University of Education Sokoto (SSUE,S), Shehu Shagari College of Education, Sokoto (SSCOE,S), Umaru Ali Shinkafi Polytechnic Sokoto (UASPS), Sokoto State School of Nursing Sciences (SSSNS), Sokoto State College of Midwifery Tambawal (SSCMT), Sokoto State College of Legal Studies, Wamakko (SSCLSW), College of Agriculture Wurno (COAW) and Sultan Abdurrahman College of Health Technology Gwadabawa (SSCHTG). According to Sokoto State Education Accounts (2023/2024), there are 982,536 students and staff in Sokoto State tertiary institutions. Further population of this study consists of all parents of students of tertiary institutions in Sokoto state.

Accordingly, a purposive sampling technique was used and four institutions are selected in consideration of representation and schools located in areas prone to insecurity threats. As for the parents of the students, 20% of the sampled students' parents' are to be involved in the study and are selected by random sampling technique from among the students selected for the study.

Similarly, a sample size of 50 staff and 334 students to serve as respondents for the study are selected. Meanwhile, a pilot study involving two tertiary institutions from among the five not selected as sample in the study are selected in the conduct of the study. This is to use the data collected from these institutions to strengthen the results of this study in order to make easy generalizations of findings on all tertiary institutions in Sokoto state. A self-designed questionnaire instrument was developed for teachers, students and parents. In addition, secondary data was used in determining effects of insecurity on the quality of education on students of tertiary institutions in Sokoto state i.e the students result and examinations scores.

Data Presentation and Analysis

Table 1: Results of Respondents' Opinion on the Effect of Insecurity on Enrolment of Students into Tertiary Institutions in Sokoto State.

S/N	Category of Respondents	N	Min.	Max.	Mean	Std. Dev	Remarks
1.	Teachers	50	1.00	4.00	1.6187	.63843	High impact
2.	Students	334	1.00	4.00	1.5607	.58376	High impact
3.	Parents	66	1.00	4.00	1.4857	.51873	High impact
	Grand Mean				1.5550		High impact

Key

N—Number of Respondents

Table 2: Results of Respondents' Opinion on the Effect of Insecurity on the Quality of Education Delivery in the Tertiary Institutions in Sokoto State.

S/N	Category of Respondents	N	Min.	Max.	Mean	Std. Dev	Remarks
1.	Teachers	50	1.00	4.00	1.6187	.63843	High Effect
2.	Students	334	1.00	4.00	1.5607	.58376	High Effect
3.	Parents	66	1.00	4.00	1.4857	.51873	High Effect
	Grand Mean				1.5550		High Effect

Key

N—Number of Respondents

Discussion

From the data presented on Table 1 it is evident that all the respondents agreed that insecurity threat have affected highly the enrolment of students into tertiary institutions in Sokoto state. Available data from the students attendance to lectures observed as received from some lecturers revealed that there was a drop in students' enrolment by a minimum of 15% and a maximum of 20% in the last three years. This corroborates the finding of Chukwurah, Igwe&Okeke, 2021) which among other things revealed that insecurity affects highly the general attendance and enrolment of students as parents pull their wards out of school, while in some extreme cases insecurity has led to closure of tertiary institutions e.g the Greenfield University, Kaduna shut down in April 2021. Similarly, Ebokaiwe, (2020) employing a vector retrogressive model of investigation found that insecurity as hurting the overall development of education in Nigeria.

Similarly, from the data on Table 2 it is evident that all respondents are unanimous on the effect of insecurity on the quality education delivery in the tertiary institutions. This study therefore corroborates the findings of many studies among which are Akintunde and Musa (2016) where their results showed that insecure school environment affects trigger traumatic disorder and toxic stress on both lecturers and students that affect learning negatively. Equally, in a study that examined the nexus between insecurity and academic performance in tertiary institutions in Nigeria, insecurity was found to have a significant effect on the academic performance of students in North Central, North East, North west and the South East of Nigeria (Enamiroro, 2021). In the same vein, Adebayo (2019) also examined the nexus between higher education, security challenges and sustainable development in Osun state and found out that insecurity is one of the challenges facing higher education institutions and impedes sustainable development in the long run.

Findings of the Study

The findings of this study revealed that;

1. Insecurity affected highly the enrolment of students in the tertiary institutions in Sokoto state.

2. Insecurity made many parents to relocate their wards to day students instead of boarding which is consequential to students' absenteeism and eventual drop out from the institution.
3. Insecurity affected greatly the attendance of students to lectures and school activities. This has led to low learning and concentration of students to their academic activities. Hence, the lowering of standard of students' learning achievement.
4. Insecurity affected highly the morale of teachers to actively attend to their lectures in the tertiary institutions of learning in Sokoto state. Precisely, many lecturers merge their lectures or reschedule their timetable because of diverse and conflicting information about threats to kidnappings on the way.
5. Insecurity affected highly the quality of education output in the tertiary institutions because of low performance and standard of results obtained by the students.
6. Insecurity affected highly the commitment of the Sokoto state government in the provision of more infrastructural facilities that will support the quality of learning in all the tertiary institutions in Sokoto State.

Recommendations

This study has the following recommendations

- 1 The Sokoto state government should as a matter of urgency intensify its efforts to fortify the entire surroundings of its tertiary institutions. This can be done by solid construction of perimeter fencing for all the tertiary institutions in the state.
- 2 The Sokoto state government should also provide adequate infrastructural facilities especially in the construction of more secured hostel facilities in all tertiary institutions in the state.
- 3 The administrators of all tertiary institutions in the state should work with all the security agencies to provide security to all students of tertiary institutions in the state.
- 4 The federal government should provide more security agencies to the state to contain all insecurity threats to tertiary education in particular and education sector in general.

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