

INSECURITY IN NIGERIA: IMPLICATIONS FOR ECONOMIC DEVELOPMENT AS PERCEIVED BY SENIOR SECONDARY SCHOOL SCIENCE TEACHERS

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Abstract

The study investigated the implication of insecurity on economic development in Nigeria. It was a survey design. A validated questionnaire was used to collect data. The reliability coefficient of 0.74 of the instrument was obtained using cronbach Alpha method stratified and simple random sampling method were used to obtain sample of nine senior secondary schools for the study. Four research questions were formulated for the study. Descriptive statistics were used to analyze the data collected. The results revealed that the respondents were positive in their perceptions of the concepts of insecurity. However, the study revealed that the respondents were differed in some suggested areas of the perceived consequences of insecurity on economic development. Based on the findings, it was recommended among others that government should provide adequate and relevant education for the youth and that there should be an enabling environment for job creation. Keywords: Insecurity, Secondary Schools, Science Teachers, Economic Development

Introduction

The security of a nation is very important. Without security economic development cannot be achieved. Once there is insecurity, there is usually fear, lost of lives and properties. Investors can only be attracted if there is security of lives and properties. Business will boom, companies and other investments will come up and consequently, enhancing the economic development of the nation, if the environment is secured.

Security is one of the most serious challenges facing Nigeria as a nation. To understand the state of Nigeria's problem today, one needs not look further than the security and welfare of the people (Sambo and Alkali, 2015). Some of the effects of insecurity according to Sambo and Alkali (2015), and Abdulwahab, (2013), include discouragement of local and foreign investment, halting business operations, migration of people, social

dislocation and population displacement which are detrimental to economic development of any nation.

Everybody worldwide is now concerned about the incessant insecurity. It cuts across the globe, Nigeria is no exemption. Nigeria is not at war with any other country, yet the state of insecurity in the country is frightening. The situation creates the impression that the country is at war with itself. There is palpable fear in the air as the notorious Boko Haram otherwise known as Jama'atu Ahlis Sunna Lidda'awati wal-jihad, suspected to be one of the cells of the Al-Qaeda in Nigeria, uses violent means, including bombs to kill and maim Nigerians and foreigners with open impunity. The bloody activities of this group and its apparent invincibility in Borno state, its known base, in Bauchi, in Abuja and some other parts of the North are giving many Nigerian sleepless nights.

The proliferation of small arms has created a very porous system whereby arms could be obtained by youth. This has grave consequence on national security and stable polity. The present ground covered by Boko Haram has called for serious concern. In Nigeria, over 10,000 Gwoza internally displaced persons are wandering in mountains while 12,441 are taking refuge in a village in Cameroon (National Emergency Management Agency, 2014). NEMA (2014), indicated that 676, 976 persons were internally displaced as a result of the current insurgency in North East Region of Nigeria.

In spite of the Boko Haram menace, there is the recurring ethno-religious crises in Plateau state which has for some years now, turned the state to huge killing field, making the once peaceful communities a boiling cauldron. While the north including Abuja reels under the brutal yoke of Boko Haram and ethno-religious intolerance, South, yet to recover from the shenanigans of the Niger Delta youths who until the amnesty regime had made oil exploration a hazardous and deadly acts, is still menaced by kidnapping, rape, armed robberies which combined to make the life of an average Nigerian in this area miserable.

Certainly with this unpalatable scenario, nobody will like to invest in such a troubled zone. According to Akano (2015), insecurity is a threat to our economic and national development. In his view, Albert (2002), the national security has no base as our arbitrary borders have become meaningless. Another form of national security is the human security. Human security is made up of human rights, food security and national development.

The concept of security/ insecurity has been viewed from different dimensions. According to Dania and Oti (2013), security is the freedom from those tendencies which could undermine internal cohesion, the corporate pointed out that to adequately solve the rate of insecurity, there should be global security where there are coordinated measures taken by nations and international organizations especially the United Nations and affiliated

Non-Government Organizations (NGOs) to ensure national survival and safety.

As a result of globalization, insecurity has extended to global insecurity. The emergence of threats and global problems such as terrorism, refuge flow, immigration, climate changes, and pandemic sects has given rise to the feeling that no nation can face these challenges alone. It therefore called for collective efforts to provide security on the international level (Akano, 2015).

From the different views of insecurity, there are certain issues that needed to be addressed if the country's economy must develop. That is why the paper sought the perceptions of senior secondary school science teachers on the concept of insecurity, its implications for economic development and possible solution.

Problem of Study

The state of insecurity in Nigeria is frightening. Besides Boko Haram menace, there is the recurring ethno-religious crises, kidnapping, arm robberies and more others. All these combined to make the life of an average Nigerian miserable. Consequently, the present study sets out to examine the implications of insecurity for the nation's economic development and proffer solutions.

Research Questions

The following research questions were formulated to guide the study;

1. How do science teachers perceive the concept of insecurity?
2. What are the respondents' perceived implications of insecurity on our economic development?
3. What are the respondents' perceived solutions to insecurity in Nigeria?
4. What are the respondents' perceived solutions to insecurity in Nigeria?

Research Methodology

The design adopted for this study was a survey design. Survey design was used because the study utilized a representative sample from a population and drawing of inferences from the results of analysis of available data. The population of the study comprised of forty six (46) secondary schools with two hundred and five (205) science teachers as at 2018 in Akoko-Edo Local Government Area of Edo State (Ministry of Education Igarra, Edo State, Nigeria). a breakdown of the population showed that there are twenty eight (28) public secondary schools with one hundred and twenty four (124) science teachers, sixty-one (61) permanent teachers thirty (30) community teachers and thirty-three (33) corporers. Also, there eighteen (18) private secondary schools in the Local Government Area that are currently presenting science students for external examinations with eighty-one (81) permanent teachers and thirteen (13) corporers). On the whole, forty six (46) secondary schools with two hundred and five (205) science teachers formed the population of the study.

Both stratified and simple random sampling techniques were used. The schools were stratified into three zones and simple random sampling technique was used to select six (6) schools from each zone. Giving a sample size of eighteen (18) secondary schools; this gives 39% of the total population of the schools with four (4) public secondary schools and two (2) private secondary schools from each of the three zones. All the science teachers in the selected schools were used for the study. This gave a sample size of ninety-eight (98) science teachers (47.8% of the total population of science teachers); with sixty-five (65) permanent teachers, twenty-one (21) community teachers and twelve (12) corporers. Sixty-Seven (67) teachers from public schools and thirty-one (31) teachers from private schools.

The instrument for data collection was a questionnaire developed by the researchers and titled "perceptions of implications for insecurity on Economic Development" for science teachers. The instrument consists of four sections. Section A sought personal data

of the respondents; such as sex, school type (private or public), status of the respondents (permanent, community or corporer) science teacher and the zone. Section B was a four-point Likert scale consisting of ten items. Each item had four response options ranging from Strongly Agree (SA), Agree (A) to Disagree (D) and Strongly Disagree (SD). The respondents were required to indicate the extent of their agreement and disagreement with each item by ticking an option against each item. This Section contains items which measured the concept of insecurity.

Also, Section C was four-Likert type scale consisting of ten items. Each item has four response option against each item to indicate the extent of their agreement or disagreement with the items. This section had items that measured the consequence of insecurity on our economic development.

Section D of the instrument consisted to ten items and each item had four response options against each item to indicate the extent of their agreement or disagreement with the item. This section had items that measured the way forward to insecurity in the country.

The instrument was face-validated by experts in educational research. The reliability coefficient of the instrument was 0.74 using Cronbach Alpha Method.

The instrument was administered to the respondents in their various schools by the researchers with the help of two research assistants. Copies of the instruments were filled and returned on the spot. All the ninety-eight (98) copies of the questionnaire administered were correctly filled and returned. All the positively worded items in the four-point Likert scale were scored 4 points for Strongly Agree (SA) 3 points for Agree (A), 2 points for Disagree (SD) and 1 point for Strongly Disagree (SD). The scoring technique was revised for negatively worded items.

The mean statistical technique was used as a procedure for analyzing the data. The mean of 4 point rating scale which is 2.5 has an upper limit which is 2.75 and a lower limit of 2.25. The actual mean of the scale therefore lies within the range of 2.25 and 2.75. Based on this actual mean, a mean rating scale score

of 2.24 or below is accepted as an indication that the respondents disagreed with the affected statement while mean score of 2.75 and above as an indication that the respondents agreed with the affected statement. Also, the terms' mean score of 2.50 and above was regarded as significantly accepted while a mean score below 2.50 was regarded as not significantly accepted.

Results

Research question one

How do science teachers perceive the concept of insecurity?

The result of the data analysis for the research question is presented in table 1.

Table 1: Science Teachers' Rating of the concept of Insecurity

S/No	Items	X	SD	Decision
	Insecurity is viewed as			
1.	State in which life and properties are not safe and not protected from harm	2.51	0.46	Accepted
2.	Violence, crimes and threats like natural disasters, environmental degradation and infectious diseases	2.61	0.52	Accepted
3.	Terrorism	2.58	0.50	Accepted
4.	Threat to a nation's ability to protect and develop itself, protect its cherished values and legitimate interest	2.81	0.45	Accepted
5.	The tendency which would undermine internal cohesion and the corporate existence of the nation	2.77	0.34	Accepted
6.	Inability of a state to overcome job, water and food security	2.80	0.64	Accepted
7.	The absence of a strong, innovative and growing economic system that can promote opportunity and prosperity	2.56	0.42	Accepted
8.	A state of being unsafe	2.66	0.38	Accepted
9.	A state of mind characterized by self-doubt and vulnerability	2.55	0.53	Accepted
10.	A form of oppression	2.75	0.38	Accepted
Grand mean score		2.66		

Decision: Mean score of 2.50 and above is significant or accepted, while the mean score below 2.50 is not significant or not accepted.

The data on table 1 shows that the grand mean score of 2.66 is greater than the accepted mean score of 2.50, indicating that the items have been accepted by the respondents as being the concept of insecurity. Item by item analysis reveals that each of the ten items has a

mean score greater than the accepted mean score of 2.50. This depicts that the respondents (science teachers) were positive in the perception of the concept of insecurity.

Research Question 2

How do public and private schools' science teachers perceive the implications of insecurity on our economic development?

Table 2: Public and private schools science teachers' rating of the implications of insecurity on our economic development.

S/No	Items	Public School			Private School		
		X	SD	Rank	X	SD	Rank
1.	It retards national development	2.75	0.64	7 th	3.09	0.76	2 nd
2.	It scares away investors, stultifies creativity and contaminates social relation	3.20	0.98	1 st	2.94	0.65	3 rd
3.	It retrogresses the socio-economic development	2.56	0.48	10 th	2.65	0.52	7 th
4.	Projects funded by Banks in the affected areas are at risk	2.66	0.77	8 th	2.60	0.58	9 th
5.	It increases the level of poverty and underdevelopment	3.00	0.81	3 rd	3.10	0.88	1 st
6.	The Millennium Development Goals (MDGs) will not be attained	2.62	0.78	9 th	2.53	0.42	10 th
7.	Development efforts including lives and properties can be wiped out	2.99	1.02	4 th	2.84	0.81	4 th
8.	It makes micro economy becomes unstable which manifest in huge fiscal conflicts, galloping inflation, high debt burden and unstable foreign exchange	2.89	0.92	5 th	2.78	0.52	5 th
9.	Inventory and stocks of many companies have been trapped	3.12	0.71	2 th	2.71	0.60	6 th
10.	Shortage of food and able manpower for manufacturing industries.	2.88	0.38	6 th	2.64	0.58	8 th
Grand Mean	2.86	0.749		2.78	0.642		

Decision range: Mean score of 2.50 and above is regarded as being or accepted while mean score below 2.50 is not accepted.

Table 2 shows that the grand mean of 2.86 for science teachers in private schools are greater than the accepted mean score of 2.50, indicating that science teachers in public schools and science teachers in private schools

do not differ significantly in their perceptions of the implications of insecurity on our economic development.

Research question 3

What are the respondents' perceived implications of insecurity on economic development?

Table 3: Science Teachers’ Rating of the implications of insecurity on economic development.

S/No	Items	X	SD	Rank
1.	It retards national development	2.52	0.45	10 th
2.	It scares away investors, stultifies creativity and contaminates social relation	3.45	1.09	1 st
3.	It retrogresses the socio-economic development	2.90	0.74	4 th
4.	Projects funded by Banks in the affected areas are at risk	2.56	0.43	9 th
5.	It increases the level of poverty and underdevelopment	2.88	0.72	5 th
6.	The Millennium Development Goals (MDGs) will not be attained	2.58	0.51	8 th
7.	Development efforts including lives and properties can be wiped out	3.08	0.91	2 nd
8.	It makes micro economy becomes unstable which manifest in huge fiscal conflicts, galloping inflation, high debt burden and unstable foreign exchange	2.74	0.54	7 th
9.	Inventory and stocks of many companies have been trapped	2.92	0.62	3 rd
10.	Shortage of food and able manpower for manufacturing industries	2.83	0.36	6 th
Grand mean score		2.85	0.63	

Decision: Mean score of 2.50 and above is regarded as being significant or accepted while mean score below 2.50 is not significant or not accepted.

The results of data analysis presented in table 3 shows that the grand mean score of 2.85 with a standard deviation of 0.63 is greater than the accepted mean score of 2.50. The result shows that science teachers have accepted the items as the possible implications of insecurity on economic development. Table 3 further

shows that item 2 is ranked as first position followed by item 7 and item 9 ranked 2nd and 3rd positions respectively as three outstanding implications of insecurity on economic development.

Research Question 4

What is the way forward to insecurity in Nigeria? The answer to question 4 is presented in table 4.

Table 4: science Teachers’ Rating of the way forward to insecurity in Nigeria

S/No	Way forward	X	SD	Rank
1.	Collective efforts of international level are needed	2.66	0.42	6 th
2.	There should be global security. This is the coordinated measures taken by nations – and international organizations especially the United Nations and affiliated NGOs to ensure national survival and safety	2.70	0.39	5 th
3.	Conciliation, litigation and peace building	2.56	0.52	9 th
4.	Adequate and relevant education should be the priority of the government	2.81	0.45	1 st
5.	Poverty, lack of clear identity should be addressed	2.75	0.41	4 th
6.	Using non-governmental agencies, civil groups and religions	2.61	0.38	8 th
7.	More emphasis should be on good governance	2.79	0.64	3 rd
8.	There should be job creation as a poverty ravaged people cannot fight crimes	2.80	0.72	2 nd
9.	The culture to protect criminals on the basis of religion and ethnicity should be discouraged	2.62	0.45	7 th
10.	There should be intensive community involvement in our society.	2.55	0.42	10 th
Grand Mean		2.69	0.48	

Decision: Mean score of 2.50 and above is regarded as being accepted while mean score below 2.50 is not accepted.

The data on table 4 revealed that science teachers' adequate and relevant education with a mean score of 2.81 as the major solution to insecurity. This is ranked 1st position and followed by job creation with a mean score of 2.80 and then good governance with 2.79. Since grand mean of 2.69 is greater than the accepted mean of 2.50, it is clear that science teachers generally agree that the items stated on table 4 constitute necessary way forward to insecurity in Nigeria.

Findings of the Results

One of the findings of this study reveals that science teachers are positive in their perceptions of the concept of insecurity. This means that science teachers view insecurity as violent, crimes and threat to lives and properties as well as absence of freedom. This findings is consonance with the work of Okotie (2010), who sees insecurity as being a threat to nation's ability to protect and develop itself, and enhance the well-being of the citizens. This finding is also an agreement with Dania and Oti (2013), who see insecurity as those tendencies which could undermine cohesion and corporate existence of a nation.

The study also revealed that science teachers from public and private schools do not differ significantly in their rating of the implications of insecurity on economic development. Science teachers' rating of the implications of insecurity on economic development shows that lack of investors and social relationship was rated highest. The study also revealed that in the respondents' of the way forward adequate and relevant education was rated highest, followed by good governance.

Conclusion

Premised on the findings of this study, it is evident that science teachers are positive in their perception of the concept of insecurity. However the study revealed that the respondents were differ in some suggested areas of the perceived consequences of

insecurity on economic development. Majority of the respondents rated adequate and relevant education highest as one of the way forward to insecurity.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. Adequate and relevant education should be given to the youths. This will enable them to engage their minds on meaningful and productive ventures.
2. There should be global security. This is the coordinated measures taken by nations and international organizations, especially the United Nations and affiliated NGOs to ensure national survival and safety.
3. More emphasis should be on good governance. A corrupt government cannot provide adequate security. There should be no discrimination when it comes to dealing with criminals. The idea to protect criminals on the basis of religion and ethnicity should be discouraged.
4. There should be intensive community involvement in security and those involved in crime, irrespective of their position in the society should be exposed and prosecuted.
5. There should be an enabling environment for job creation as poverty ravaged people cannot fight crimes.

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